

GENERAL AMERICAN
SPEECH TRAINING MANUAL

Get Rid of your Accent

Part One and Part Two

LINDA JAMES & OLGA SMITH

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GET RID OF YOUR ACCENT, PART ONE AND TWO

AMERICAN-ENGLISH SPEECH TRAINING MANUAL

Second Edition

By Linda James and Olga Smith

"As a diplomat I need effective communication skills, particularly to address public audiences through radio and TV. A clear, crisp accent is always more convincing than a thick, foreign one..."

Samuel Moncada, Venezuelan Ambassador to the UK

"Precise, concise, compelling, comprehensive, achieving its targets, witty, well written and beautifully spoken, this book is a must for every student, every actor and every individual aiming for a better living..."

John Kennedy Melling, Fellow of the Institute of Chartered Accountants, Fellow of the Royal Society of Art, author, broadcaster and critic.

"Clearly, the authors of the book have collected years of experience and expertise to create this practical and effective tool for speech study."

Joe Windley, Head of Speech, Central School of Speech and Drama, London

"The book has proven invaluable in one to one teaching, allowing me to focus on the student's problem areas. I have also used it with success in a group environment. There is sufficient material to provide meaningful practice of each sound, with enough variety to keep students entertained."

Marianne Gibson, teacher, St. George International College, London

Published by Olga Smith BATCS Global
8 Fairholme Road, London, W14 9JX

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Download all audio tracks on your phones and tablets from www.audible.com or download the app American Accent Toolkit

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Introduction

What is an accent?

An accent identifies which part of the country or world you come from. There are different types of accents: Southern, German, French, Spanish, educated, strong, slight and many others.

Why do we speak with different accents?

From our childhood we learn to speak by imitating our relatives, teachers and friends. The way we speak and our pronunciation are influenced by the environment in which we live.

Sounds are created by our speech organs, namely lips, tongue and jaw. Positions of our speech organs are different for different sounds. For example, we drop the tongue in order to pronounce the English [æ] sound as in “cat”. In order to pronounce [w] as in “way” we put our lips in a tight whistle, and then pull them back sharply.

Many people begin to learn English when they are adults. They may not automatically position their speech organs as native English speakers will. Moreover, they often don't know how to correctly position their speech organs in order to produce clear English sounds because not all English sounds exist in other languages.

For example, there is no [w] in Russian, and many Russians pronounce [v] instead of [w]. Another example is that in Russian they don't have long vowels, and therefore there is a natural tendency for Russians to shorten long English vowels and diphthongs. Instead of “two sheets of paper” they most likely will

pronounce “two shits of paper”. Instead of saying “the room is dark”, they are likely to pronounce “the room is duck”.

Speaking, writing and listening are taught in most colleges, but phonetics and pronunciation classes are not always part of the curriculum, and even when they are, they tend to be very basic and focus more on conversation than phonetics.

Is it important to have good pronunciation?

Just consider the following points:

Bad pronunciation:

- May be confusing and hard to understand for those who listen to you
- Gives the impression that you are uneducated
- Doesn't allow you to become a good public speaker.

Good pronunciation and a neutral accent:

- Allows you to become a pleasant communicator
- Is a good basis for public speaking
- Will enable you to enjoy speaking more
- Gives you confidence, and your confidence in turn opens up for you all sorts of opportunities.

Is it possible to reduce or eliminate an accent?

The earlier we start to pronounce English properly, the less accent we have. It's more difficult to reduce or completely eliminate an accent when you are older. However, it is not impossible. It all depends on your hard work, perseverance, high quality professional training, and – last, but not least – on using the appropriate book with a sound track.

What accent do we teach? Does General American English exist?

Why not learn to speak with a Southern or Bronx accent? Why make an effort to reduce a strong Spanish or Chinese accent? The reason is very simple: to help you make your English clear and easy to understand to the majority of English-speaking people.

This book teaches you how to a neutral pronunciation of English as spoken by educated Americans. Some refer to it as General American, GA.

We have conducted an extensive research into what GA actually is. Our finding revealed that there is more than one model for General American sounds, particularly when it comes to [ɔ] as in "saw" and [ɑ] as in "father" sounds. GA is evolving and changing, what wasn't acceptable five years ago became a norm today. We relied on a tried and trusted Daniel Jones dictionary which is respected by all American dialect coaches and is the only source of consistency in learning an educated American Accent. The quote below proves our findings. *"We know that large differences exist in the pronunciation of vowels depending upon geographic region and other demographic variables. Although we use the term General American English, it is doubtful that such a general model truly exist."* (CloperPisoni and de Jong, 2005)

Why we wrote this book

There are many books on the market that teach pronunciation. What we found is that some books are good for theory and an introduction to learning the sounds, but they did not include enough practical exercises.

In our book we made sure that students have many examples of words, sentences and verses for each particular sound. The exercises are quite intensive and will require you to work hard at your pronunciation. Students

will find that our compact, concise approach makes it very accessible and easy to use. The book isn't just a study tool; we have also tried to make it amusing and interesting. Have fun, and remember that your hard work will be rewarded in full!

Three things that make our book special

- Tried and trusted method in eliminating an accent
- Fun yet very effective speech training
- Humorous vocabulary
- Compact, concise format
- Practical approach that works

Methodology used in this book

In our book, we set out a complete method of learning English sounds, many of which may not be present in a student's native language.

One of the important things about our book is that we make it absolutely clear what is happening in the mouth: where the lips go, where the tongue is placed, if the jaw is open or closed, etc. Once those three positions are checked and sorted out then there is no way that you could not make that particular English sound.

The second important part of speech training is training the muscles of the tongue, lips and jaw, so that the brain memory responds to it automatically. You train them by pronouncing words and sentences with a target sound. You finish with a short verse, something interesting and amusing, but also containing a target sound.

For consonants we also give practice through articulation exercises, such as period verses and tongue-twisters, which get the tongue and the lips really moving so that we get clarity and crispness of speech. English is a very energetic and dynamic language and good articulation makes a big difference.

The lessons in this book are quite intensive and are aimed for those who strive to achieve outstanding results in improving their accents within a short period of time. Your results might depend on your ability to hear your own speech and the time you spend mastering the sounds.

At the end of the book we also provide students with instructions and advice on how to maintain correct pronunciation. In support of that we give a warm-up exercise for all the English sounds.

Students will also find a table of particular difficulties with the English pronunciation which speakers of other world languages have.

??

English spelling and pronunciation

In many languages letters of the alphabet are pronounced in the same way as they are spelled. However, the English language was, at different times, under French, German and Dutch influence. Because of this, the English language includes many foreign words. This is one of the reasons why there are so many exceptions to the rule in pronunciation and spelling.

The characteristic peculiarity of the English language is that the same letter of the alphabet can be pronounced differently. For example, the letter “a” in the word “father” is pronounced as a long vowel [ɑ:] but in the word “man” it is a short vowel sound [æ]. In the word “among”, where it’s not stressed, it is a neutral vowel or schwa [ə]. Thus the letter “a” can be pronounced in at least three different ways.

Another difficulty is that the same English sounds have different spellings. For example, diphthong [ɪə] has several spellings: in the word ‘fear’ it is spelled as ‘ear’, in the word ‘weird’ it is spelled as ‘eir’.

Although we highlight the practiced sound in bold type and offer different spelling variations for the same sound, we should point out that there can be other spelling variations that we haven’t included. Therefore, when you learn a new word you should always consult a dictionary for the correct phonetic pronunciation.

Who this book is for

This book is ideal for those who already achieved an Intermediate or level of English, but even the beginners would benefit by learning how to pronounce the words and have fun with funny tongue twisters and verses.

We run courses using our books and people who come to us are professionals, diplomats, students, business people for whom good speech is important.

Explanation of the method of learning

What is needed to start working with the App?

- a mirror, to compare the shape of your own mouth to the shape of the mouth that you will find in diagrams at the beginning of each lesson;
- a recorder, to record your practices;
- a AUDIO TRACKS player or an iPad, or any other playing and recording devices.

How many hours you should spend on each sound:

- Practice each sound for about 20-40 minutes a day, with little breaks in between;
- Repeat on the following days for approximately the same length of time until you feel that you can use the correct sound in your everyday speech.

Method of learning is a five stage process:

1. Read the speech organ position description and to check the shape of your mouth against the diagrams at the beginning of each lesson.
2. Place your tongue, lips and jaw in the correct position and check in the mirror. Listen and repeat the sound 3-6 times.
3. Practice the sound by listening and repeating it in words (later in sentences and verses) 3-5 times.
4. Record yourself, listen to your recording and note your mistakes.
5. Correct your mistakes by checking your speech organ position and listening and repeating the app content.

The method of learning is based on a six-stage process:

The first stage is to make sure that you put your lips, tongue and jaw in the right position for the learned sound. If you fail to do so, the sound will not be precise and may be different altogether. Follow the instructions on speech organ position given at the beginning of each lesson. Pronounce the sound several times looking in the mirror to make sure you do it correctly. When you feel that your sound is correct, start pronouncing the words, sentences and verses in the lesson.

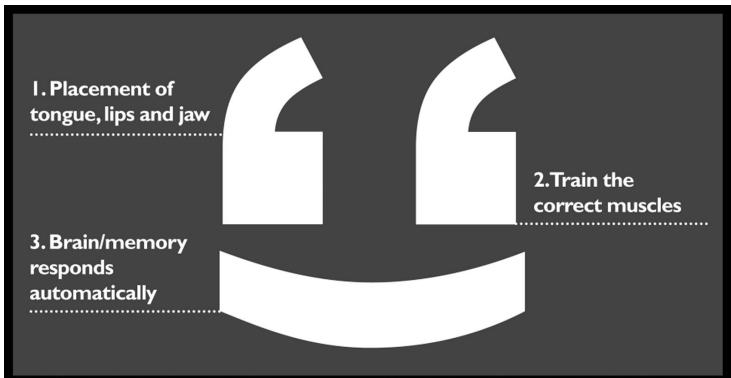
The second stage is aimed at helping you learn a sound by repeating and imitating after the audio tracks. This exercise will help you to make the sound as correctly as possible and train your speech organs for the particular sound. The more you repeat after the audio tracks, the better your pronunciation becomes.

The third stage gives you an opportunity to practice the sound on your own, without the help of the audio tracks. You will be hearing yourself and mastering the sound. This stage is essential before recording yourself.

The fourth stage involves recording yourself and listening to the recording. It helps you to see whether you have progressed in mastering the pronunciation and to identify where you still make mistakes.

The fifth stage focuses on eliminating mistakes. Correctly repeating the words where you made a mistake will help you avoid repeating the same mistakes in the future.

The sixth stage has the purpose of helping you incorporate the learned sound in everyday speech. It's about trying to find the learned sound in the newspapers, on the radio, on TV and in English language videos. Pay attention to how you pronounce the learned sound in your everyday speech. This will help you to activate the correctly pronounced sounds.



The Phonemic Alphabet

Vowels

- [a] sound as in “balm”
- [a^r] sound as in “bark”
- [u] sound as in “boot”
- [ɔ] sound as in “daughter”
- [ɔ^r] sound as in “horse”
- [i] sound as in “feet”
- [ɛ] sound as in “third”
- [ə] neutral vowel (schwa) as in “the”
- coloured schwa [ə^r] sound as in “doctor”
- [ɪ] sound as in “pit”
- [ʌ] sound as in “duck”
- [e] sound as in “pen”
- [e^r] as in “care”
- [ʊ] sound as in “book”
- [ʊ^r] as in “poor”
- [æ] sound as in “cat”

Diphthongs

- [ou] as in “home”
- [eɪ] as in “cake”
- [ɔɪ] as in “boy”
- [iə] as in “theatre”
- [iə^r] as in “dear”
- [aɪ] as in “bride”
- [aʊ] as in “cow”

Semi-vowels

[j] as in “yacht”

[w] as in “want”

Consonants

Unvoiced - voiced partners

[p] as in “pack” - [b] as in “big”

[t] as in “talk” - [d] as in “dog”

[k] as in “kind” - [g] as in “gloss”

[f] as in “fun” - [v] as in “value”

[θ] as in “think” - [ð] as in “mother”

[s] as in “son” - [z] as in “zigzag”

[ʃ] as in “shock” - [ʒ] as in “vision”

[tʃ] as in “church” - [dʒ] as in “gin”

Voiced

[m] as in “monk”

[n] as in “nun”

[ŋ] as in “king”

[l] as in “link”

[r] sound as in “rat”

Unvoiced consonant

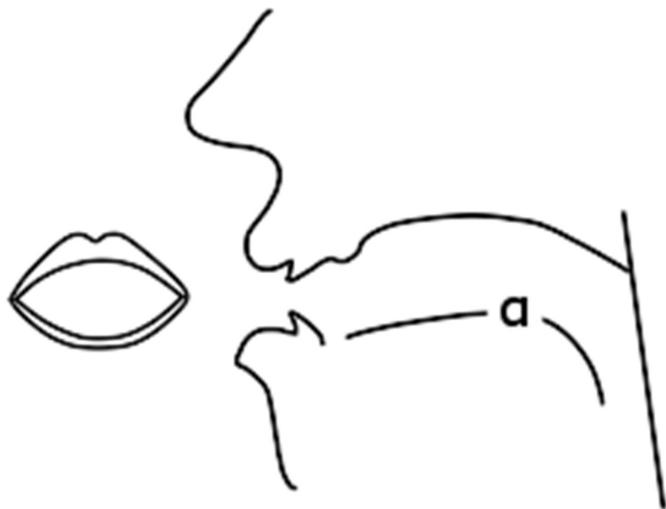
[h] as in “hat”

Part One

Lesson 1: The [ɑ] sound as in "balm"

Speech organs position:

Open jaw, relaxed lips; flat tongue pulled back a little. The sound is made in the back of the mouth.



[ɑ - ɑ - ɑ]

A1
聆听

Words

Spelling variations for the target sound

o, a

Highlighted bold letters pronounced as [a]

hotmail, dot, com, follow, fond, knock, mob, apology, promise, popular, gossip,
copy, fossils, stop, modern, not, profit
father, calm, balm, almond, palm, psalms, renaissance

A2



Sentences

1. Sloppy doctor Scott operated on a little tot.
2. A lot of odd documents are locked in the box.
3. Can I possibly wash my cotton socks in this odd pond?
4. Problem solved – I got top dollar for my bond!
5. I felt odd when frisked from top to bottom by a hostile cop.
6. It was obvious why top college students got their jobs.
7. A nice almond balm was calming for my father's sore arm.
8. A hot blond model was spotted in the Body Shop.

A3



Verses

Doctor Potter had a problem,
He never got his way,
He left for Oxford but landed in Oxnard,
And there he decided to stay.

Lesson 2: The [ɑ^r] sound as in “bark”

Speech organs position:

Open jaw, relaxed lips. Start with flat tongue pulled back a little as in lesson 1, then curl the tip of the tongue up for [r] sound.

[ɑ^r - ɑ^r - ɑ^r]

A4



Words

Spelling variations for the target sound

ar, ear, er

Highlighted bold letters pronounced as [a]

art, arms, bar, mark, cart, card, start, art, marble, large, charge, bark, parsley, party, bargain, margin, target, hard, argue, charge heart, sergeant

A5



Sentences

1. Let's park our **car** not **far** from Barbara's **farm**.
2. **Hard-hearted** Margaret was **startled** by **stars** in the **dark**.

3. It's very **hard** but we must **part**. I'm off to see my **barber**.
4. Prior to **starting** at **Harvard**, **Barnie** **partied hard** with an **army sergeant**.
5. **Arthur's** **remarks** were truly from the **heart**.

A6



Verses

Read out-loud liaising words in each line.



Barbara's **car** is a Jaguar
And Barbara drives **rather fast**.
Castles, **farms** and draughty **barns**,
She goes charging **past**.

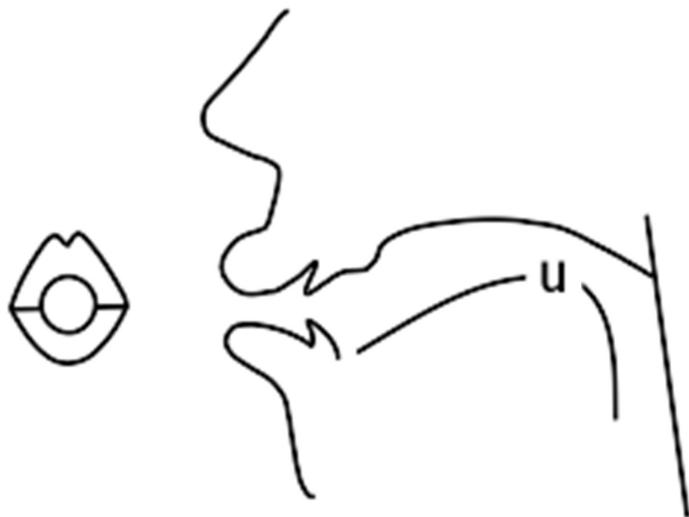
When I, good friends, was called to the **bar**,
I'd an appetite fresh and **hearty**,
But I was, as many barristers **are**,
An impecunious **party**.

(W.S. Gilbert)

Lesson 3: The [u] sound as in “boot”

Speech organs position:

Jaw is almost closed, lips pushed forward tightly into a whistle shape; the back of the tongue rises up towards the soft palate at the back of the mouth.



[u - u - u]

A7
A7

Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the target sound.

oo, o, ue, oe, ui

bloom, food, smooth, loop, school, doom
lose, move, do, who, improvement, remove
blue, glue, shoes
fruit, juice, cruise

Spelling variations for the target sound

u, ew

tune, tube, music, curious, tulips
new, few, Kew, mews

A8



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

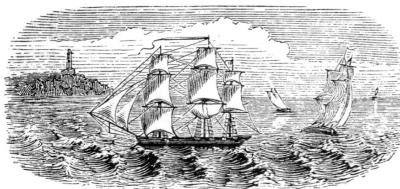
1. Ruth sat on a stool in the cool of a June evening and admired the beauty of the moon.
2. These new blue shoes look beautiful with a navy blue coat.
3. On our cruise to Bermuda we played pool with our schooner crew.
4. A few beautiful bluebells grew in the school garden in July.
5. "A fool and his money are soon parted." (*Proverb*)

A9



Verses

Read out-loud liaising words in each line.



We sail the ocean **blue**,
And our saucy ship's a **beauty**;
We're sober men and **true**,
And attentive to our **duty**.

(W.S. Gilbert)

When Romeo met Juliet by the light of the **moon**,
He swore he'd **prove** he'd always be **true**,
Alas their love was over too **soon**,
But their story lives on, as **true** love will **do**.

Lesson 4: The [ɔ] sound as in “daughter”

Speech organs position:

The lips slightly rounded in oval shape, nearly flat tongue, with back of tongue slightly rising. Open jaw.



[ɔ - ɔ - ɔ]

A10
A small icon of a pair of headphones.

Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the target sound

aw, au, ow, ough, augh, a before l and o

law, lawn, saw, cause, fault, August, pawn, author, audition, vault
fought, thoughtful, caught, taught,
ball, wall, fall, always, call, already, small along, song, cost, across, coffee, sorry

A11



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

[ɑ] - [ɔ]

bond - bought

lock - lost

rock - wrong

clock - call

knock - naughty

promise - applaud

politics - author

policy - cause

popular - fall

project - soft

contract - cautious

economy - always

copy - caught

modern - talk

profit - loss

comment - already

A12



Sentences

1. Claude was falling asleep awkwardly in a sprawl.
2. The written laws ought to prevent thoughtless talks.
3. Paul's daughter Pauline was an awful daughter-in-law.
4. Paul called out when he thought he saw his naughty daughter fall in the water.
5. We had coffee with some toffee and a sausage roll.
6. My boss had an awful cough during our exhausting long call.
7. When our haughty boss is gone we talk about him all day long.

A13



Verses

Read out-loud liaising words in each line.

Claude paused in a long hall and leaned against a tall wall.
He did not want his shopping bags to fall.
Then he talked to his daughter about all he bought,
It was awesome to know what his daughter thought!

Bibby Bobby bought a bat; Bibby Bobby bought a ball,

With that bat he banged the ball, banged it bump against the wall,
But so boldly Bobby banged, soon he burst the rubber ball.
Boo sobbed Bobby, goodbye ball. Bad luck, Bobby, bad luck ball.
Now to drown his many troubles, Bibby Bobby's blowing bubbles!

Lesson 5: The [ɔ̄r] sound as in “horse”

Speech organs position:

The lips are coming forward a little, but not tight; the jaw is reasonably relaxed and quite open. The back of the tongue is slightly lifted. Then the tip of the tongue curls up for the [r] sound.

[ɔ̄r - ɔ̄r - ɔ̄r]

A14



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the target sound

or, our, ar

storm, course, bored, **sore**, **court**, **orange**, corporate, **for**, **order**, report, important, corner, course, more, afford, worship
war, wardrobe, warrant, warm, warship

A15



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. To make a long story **short**, this is **more** than I can afford.
2. The owner of the **corner store** was an extra**ordinary bore**.
3. **Four** hundred and **forty-four** storks flew home in the **storm**.
4. **George**'s horse ate **four organic coarse** straws.
5. The **horns** in an **orchestra** number **four**; never less, and never **more**.
6. "Don't shut the stable **door** after the **horse** has bolted." (*Proverb*)

A16



Verses

Read out-loud liaising words in each line.

Gordon Storner from the day he was **born**,
Always wanted to play the **horn**,
He practised and practised from early **morn**,
But still never managed to master that **horn**!

Lesson 6: The [i] sound as in “feet”

Speech organs position:

Jaw is almost closed, lips are spread; the front of the tongue is high and forward in the mouth.



[i - i - i]

A17


Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the target sound

ee, e, ea, ie, ei

keel, feeble, seek, heed, see, peep, feel
he, evening, eve, demonise, Peter, these
meat, tea, leave, jeans, please, team
grief, field, relief, believe
receipt, deceit, seize

A18



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. One evening, lying by the stream on the green grass, I dreamed of eating Greek cheese.
2. Jean, have you been in a wheat field this week?
3. "All legal furies seize you! No proposal seems to please you."
4. I believe my feet are really quite clean, Evie.
5. "A new broom sweeps clean." (*Proverb*)

A19



Verses

Read out-loud liaising words in each line.



See - see - they drink

All thought unheeding,

The **tea**-cups clink,

They are exceeding!

It **seems** to me you're very **keen**

On **eating meat** that isn't **lean**,

I really **feel** that you should **see**

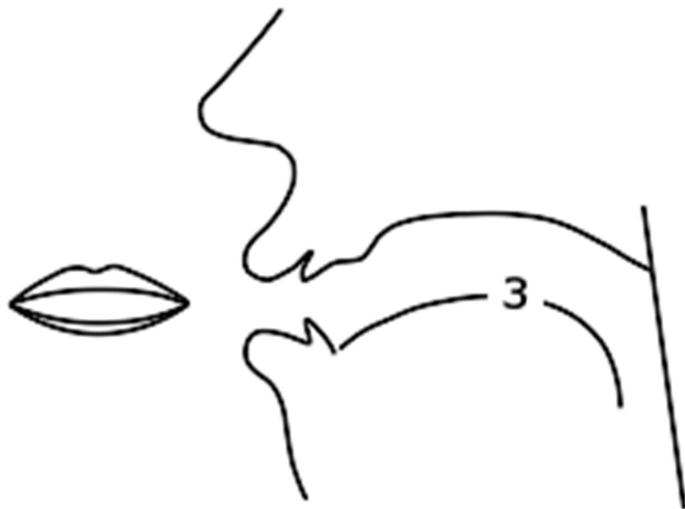
A dietician - which is **me**!

Lesson 7: The [ʒ^r] sound as in “third”

Speech organs position:

Relaxed lips, jaw half-open and the centre of the tongue just slightly rising.

The tongue tip curls up for the [r] sound.



[ʒ^r - ʒ^r - ʒ^r]

A20

Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the target sound

er, ir, ear, ur, or

perjury, commercial, preserve, personal
shirt, first, stir, girl, Sir, bird, firm, flirt, birth
yearn, earn, pearl, early
occur, murmuring, burden, burn, purpose, purse, current, currency
work, worse, world, word

A21



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. "The **early** bird catches the **worm**." (*Proverb*)
2. Flirtatious **girls** **were** urged not to disturb **Kurt**.
3. This **purple** shirt is the **worst** in the **world**! I have no **words**!
4. The **girl** heard that she came in **third** in the **World** Championships as a **hurdler**.
5. **Ursula** observed that the boy wore a **dirty purple shirt**.
6. We **were** **working** in the **World** Bank at **first**; then we **were** transferred to the **Commercial** Chambers in **Perth**.
7. My boyfriend is a **perfect** **nerd** who makes his **earning** when everyone else is **yearning**.

A22



Verses

Read out-loud liaising words in each line.



When I was young I **served** a **term**
As office boy to an **attorney's** firm.
The rich **attorney** was good as his **word**;
And every day my voice was **heard**.

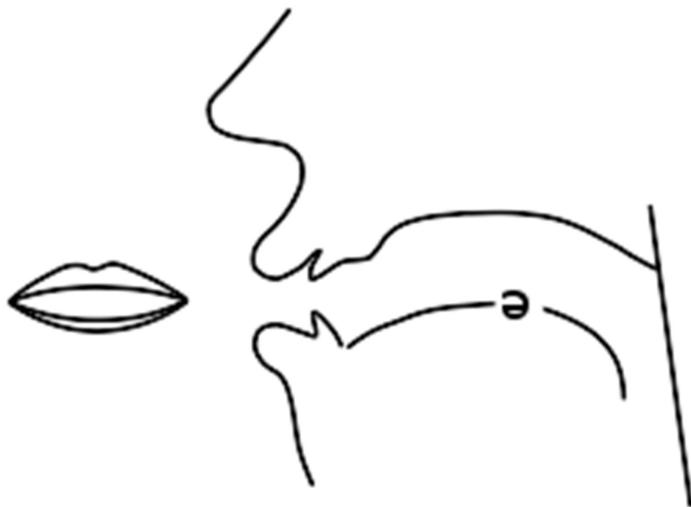
(W.S. Gilbert)

You're far too strict and very **stern**,
Your views are always very **firm**,
You've heard of the proverb "the **worm** will **turn**",
Now is your chance to live and **learn**!

Lesson 8: The [ə] neutral vowel (schwa) as in “the”

Speech organs position:

Jaw is half-open, relaxed lips; the middle of the tongue rises slightly. The sound is very short and always appears in unstressed syllables.



[ə - ə - ə]

A23



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Highlighted bold letters pronounced as [ə].

The first syllable unstressed

**away, agree, abuse, aboard, against, attain, canal, correct, police, observe,
suppose, support, supply, surround**

The second syllable unstressed

**absent, constant, oral, developed, diplomat, given, seven, dozen, federal,
instance, discussion, confusion, intuition, permission**

A24



Unstressed positions

and - a - an

Black **and** white

Pork **and** beans

Ladies **and** gentlemen

Get **a** spoon

Cut **a** piece

Here's **a** plate

Lend **a** hand

Have **an** apple

A question and **an** answer

An aunt and **an** uncle

Listen to **an** announcement

NB: Schwa is the most-used sound in English. Very often, unstressed syllables and words in a sentence are pronounced with a schwa.

A25



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. Is it made **of** glass? No, it's made **of** plastic.
2. What **can** I do? What **has** she done? What **have** you done?
3. The **conductor** of the orchestra **was** amazed to see the **viola** player drink a scotch **and** soda.
4. Tell **Amanda** to buy some bananas **as** well **as** potatoes **and** tomatoes.

A26



Comparison: stressed and unstressed vowel position

Stressed position - Unstressed position, pronounced with [ə]

What are you looking **at**? [æ] - Look **at** him.
What is it made **of**? [ɒ] - It's made **of** cotton.
Where do you come **from**? [ɒ] - I come **from** Paris.
Wasn't he there? [ɒ] - Yes, he **was** sitting next to me.

A27



Verses

Read out-loud liaising words in each line.



My jealousy I can't express,
Their love they openly confess;
Her shell-like ears she does not close
To their recital **of** their woes.

Lesson 9: The coloured schwa [ə^r] sound as in “doctor”

Speech organs position:

Relaxed lips, jaw half-open and the centre of the tongue just slightly rising; the tongue tip curls up to the [r] position.

[ə^r - ə^r - ə^r]

A28



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [ʒ'] sound

ure, or, ar, er, re

Highlighted bold letters pronounced as [ʒ']

culture, figure, sculpture, feature, treasure,
tutor, doctor, effort, collector, favor, debtor, forward, upward, awkward,
familiar, standard, leader, spender, lover, center, theater

A29



Sentences

1. I **figure** that the **founder** of Microsoft is a **number one computer nerd**.
2. Gold-digger **Esther** favors **lawyers** and **bankers** to **teachers** and **farmers**.
3. Our **yoga teacher** shows us how to stretch **upward** and **forward** and **monitors** our progress.
4. **Doctor Sandler** made a herculean **effort** to help my sister **Hester**.

A30



Verses

Read out-loud liaising words in each line.

I **never** drive a big, big car!

What **never**?

No, **never**!

What, **never**?

Well, hardly **ever**!

An orphan boy called **Peter Glover**,

Always wanted to find his mother,

Oh joy of joys he did discover

He found he had another **brother**!

Lesson 10: The [ɪ] sound as in “pit”

Speech organs position:

Jaw is nearly closed, lips slightly spread; the front of the tongue rises high in the front of the mouth.



[ɪ - i - i]

A31



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the target sound

i, a, e, y

him, hilarious, hideous, hint, whim, vision, spirit

village, cabbage

delete, defeat, delusion

symbol, symptoms, hymn

A32



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. Bill tentatively lifted the lid of the bin and found not a single thing.
2. Tell Jill I think this is a silly little game.
3. I can't stay a minute longer in this miserable little pit!
4. Tim Grim is a solid, respectable man who is a pillar of society.
5. This simple thing, a wedding ring, is a symbol, the oldest in history.

A33



Verses

Read out-loud liaising words in each line.



Here's a first-rate opportunity
To get married with impunity,
To indulge in the felicity
Of unbounded domesticity.
You shall quickly be personified,
Conjugally matrimonified,
By a doctor of divinity,
Who resides in this vicinity.

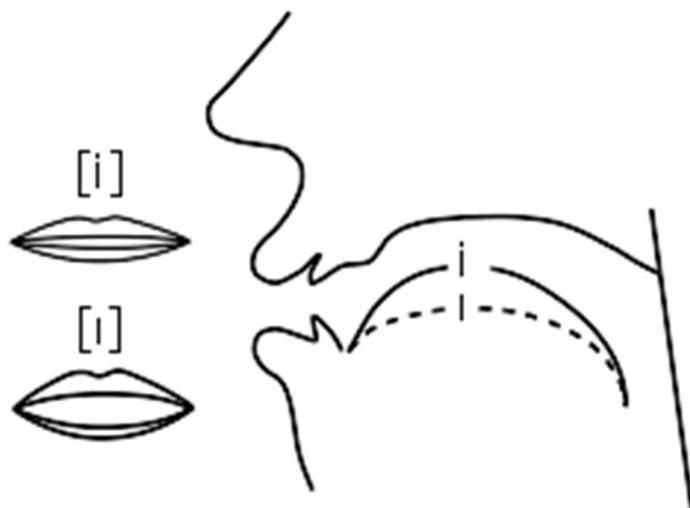
(W.S. Gilbert)

Lesson 11: Comparison in - [i] as in “feet” and [ɪ] as “pit”

A34



Comparison: [i] as in “please” and short [ɪ] as in “pit”



[i] - [ɪ]

reason - risen

ease - is

sleep - slip

cheap - chip

wheat - wit

leap - lip

feet - fit

team - Tim

eat - it

keys - kiss

feel - fill

heat - hit

jeep - Jill

meal - mill

peel - pill

these - this

sheep - ship

beast - bit

deal - dill

greed - grid

leave - live

sneaky - snip

beat - bit

deed - did

green - grin

heel - hill

creep - crypt

neat - nit

reed - rid

seek - sick

steal - still

thief - thing

weep - whip

cheek - chick



Words: [ɪ] highlighted as bold and underlined and [ɪ] highlighted as bold

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

defeat - sneeezing - meetинг

recede - thesis - yielding

retrieve - seeing - seizing

recepit - serene - freezing

A36



Sentences: [ɪ] highlighted as bold and [i] highlighted as bold and underlined

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The width of the sleeves still needs to fit my neat linen jacket.
2. I am not particularly keen to give the victory to a different team.
4. Tim is completely out of Njna's league and she isn't keen on being chased by him.
5. There is a little something missing in this meal. Have you tried to add some dill?
6. My next of kin, Mister Bean, is a Dean of Illinois University.

A37



Verses

Read out-loud liaising words in each line.



It is exceedingly neat!

I fancy that that will do.

It is certainly very complete.

Ingenious! Splendid, Sue!

Lesson 12: The [ʌ] sound as in “duck”

Speech organs position:

The jaw is half-open, lips relaxed; the middle of the tongue rises slightly. The sound is very short.



[ʌ - ʌ - ʌ]

A38



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [ʌ] sound

u, o, ou

Highlighted bold letters pronounced as [ʌ]
must, luck, dump, just, upper, nun, bus, lunch
come, front, love, done, once, cover
rough, tough, country, couple, double, trouble

A39



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. For **someone** with a **love** of **money**, the **sum** of **one** hundred pounds was enticing.
2. **Bud, love!** Don't **worry**; victory is in **front** of you!
3. I can't **understand** the **fun** of travelling by **bus** on such **rough** **country** roads.
4. There are a **number** of **nuns** among **us**.
5. Here I am, in **front** of a **tub** with a **rub** and a **scrub**!
6. When you **come** to **lunch** on **Sunday**, remember to bring **some** **money**.

A40



Verses

Read out-loud liaising words in each line.

My peas I eat with **r**unny **h**oney,
I've **d**one so all my life,
I know it **d**oes taste rather **f**unny,
But it keeps them on the knife!

A chocolate **b**un is a lot of **f**un,
But you will not have **m**uch **l**uck
With a **c**runchy **n**ut!

Lesson 13: The [e] sound as in “pen”

Speech organs position:

Jaw is half open, lips are in a soft smile position; the front of the tongue rises three quarters of the way up towards the roof of the mouth.



[e - e - e]

A41



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [e] sound

e, eo, ea, ei, ai, ay

Highlighted bold letters pronounced as [e]

sensible, beg, bent, generosity

leopard, jeopardy

head, wealth, measure, pleasure, **thread**

friend, said

says

A42



Comparison: [ə] and [e]

[ə] - [e]

canal - kennel

correct - kept

gazette - geld

police - pet

support - self-help

command - ketchup

American - embassy

A43



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. "It's best for your pet's health to rest", said an educated vet to a wealthy gentlemen.
2. Educated men have always measured every word they said.
3. Twenty-seven shepherds hesitated before entering the pen.
5. A red leather jacket was well presented on the display.
6. The weather was wet and windy when the men were mending the fence.

A44



Verses

Read out-loud liaising words in each line.



Every moment brings a treasure,
Of its own especial pleasure...
Let us gaily tread the measure.

Lesson 14: Vowel [e^r] as in “care”

Speech organs position:

Start with the vowel [e] as in “pet”: the jaw is half open, the lips spread, the front of the tongue rising to about three quarters of the way up. The tongue tip curls up to the [r] position.

[e - e - e^r - - e - e - e^r - - e^r - e^r - e^r]

A45



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [eə] sound

air, a before r, are

Highlighted bold letters pronounced as [eə]

repair, fairy, despair, flair, pear

precarious, scarcely, vicarious, nefarious, care

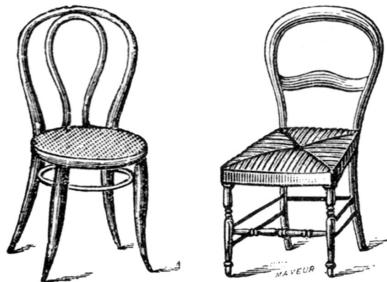
scares, square, compare, beware, glare

A46



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

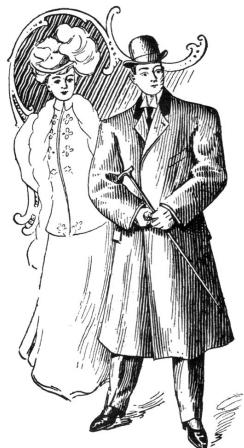


1. Please, take **care** of our heir! But beware, he can be unbearable.
2. I compared my questionnaire with Clare's and fell into despair as I became aware that my questionnaire was rather bare.
3. I cannot dare, nor can I bear, an affair with a married man.
4. I like to wear my hair groomed with care.
5. I'm prepared to swear that the sheriff rarely shared a hare.
6. Take care! These chairs have had their fair share of wear and tear.

A47


Verses

Read out-loud liaising words in each line.

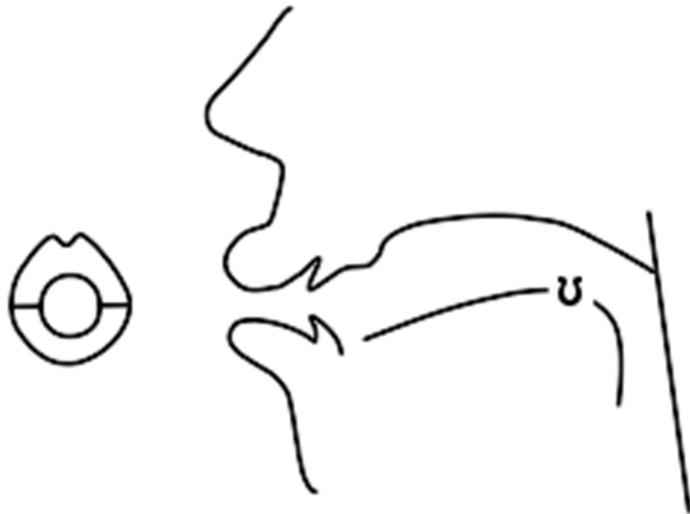


Clare arrived with the Sheriff,
With beautiful silver shoes to wear,
With her usual haughty stare,
And her nose up in the air!

Lesson 15: The [ʊ] sound as in “book”

Speech organs position:

The jaw is almost closed, lips rounded and forward. The back of the tongue is high in the back of the mouth.



[ʊ -ʊ -ʊ]

A48



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [ʊ] sound

u, oo, o, oul

Highlighted bold letters pronounced as [u]

push, full, butcher, spoonful, fulfil, cushion, sugar
book, **look**, good, **wool**, wood, **wolf**, **foot**, **stood**
could, **would**, **should**

A49



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



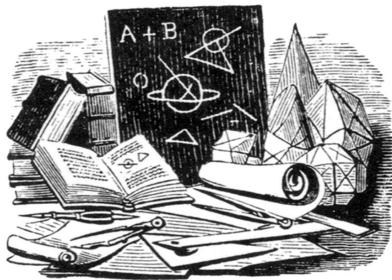
1. Could you put this **good** Worcester **wool** in the **wooden** chest?
2. The butcher saw a **wolf** looking in every **nook** for the fallen **rook**.
3. Our **cook** **couldn't** **cook** without **looking** at his **cookbook**.
4. If I **could** just get off the **hook** and get rid of my responsibility to **cook**.
5. You **could** easily lose your **foothold** in the **bulrushes** by the **brook**.

A50



Verses

Read out-loud liaising words in each line.



Would you take this **book**!

Could you leave that **hook**!

Let us walk by **foot**!

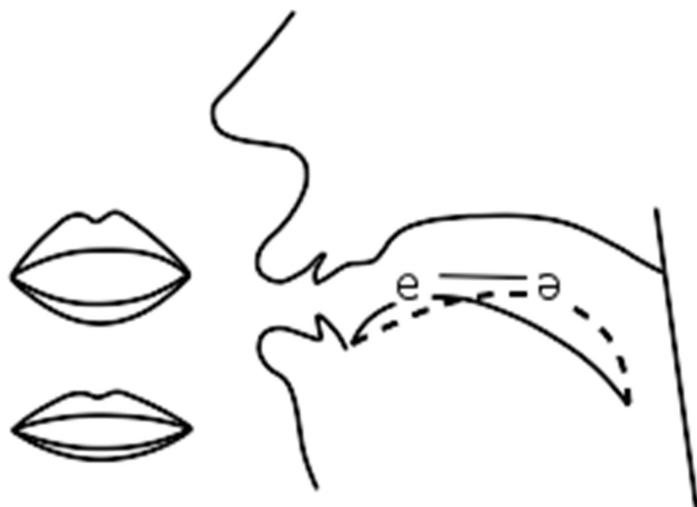
That sounds **good**!

We **could**, we **would**, we **should**!

Lesson 16: Vowels [ʊ^r] as in “poor”

Speech organs position:

Start with lips forward like for the short vowel [ʊ] as in “book” (Lesson 13),
Then curl up the tongue tip into the [r] position.



[ʊ - ʊ - ʊ^r - - ʊ - ʊ - ʊ^r - - ʊ^r - ʊ^r - ʊ^r]

A51



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [ʊ^r] sound

or, ur, for the [ju^r] sound **ure**

Highlighted bold letters pronounced as [v^r]

poor, moor, tour, dour, insure, rural, assure

plural, **lure**

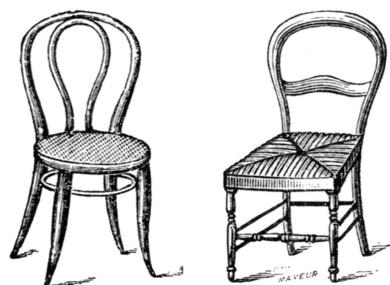
pure, mature, obscure

A52



Sentences

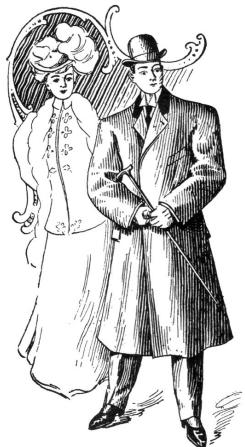
Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. The immature jury was unsure and could no longer endure spurious assurances.
2. Obscure rural moors allure Muriel more than luxurious tours.
3. Dour Mr. Ruhr was enduring the cure after his fiasco in amour.
4. The pure girl was lured into the woods by furious Stuart.
5. I assure you, the rural Yorkshire moors are worth visiting on the tour of Europe.

**Verses**

Read out-loud liaising words in each line.



False is he whose vows alluring
Make the listening echoes ring;
Sweet and low when all-enduring
Are the songs the lovers sing!

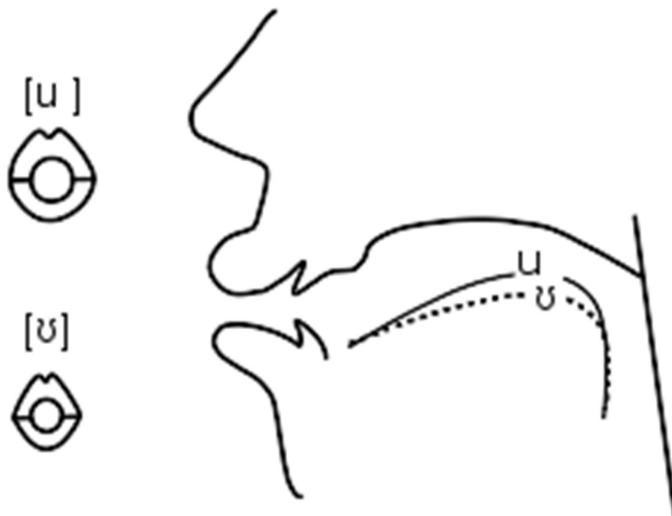
(W.S. Gilbert)

Lesson 17: Comparison [ʊ] and [u]

A54



Contrast between [ʊ] as in "book" and [u] as in "beauty"



[ʊ] - [u]

could - clue

foot - food

full - fruit

look - loose

put - pool

should - shoes

good - glued

wood - **wound**

book - **boom**

took - **true**

rook - **rouge**

soot - **soon**

A55



Sentences: short [ʊ] sound highlighted as bold and long [u] highlighted as black and underlined

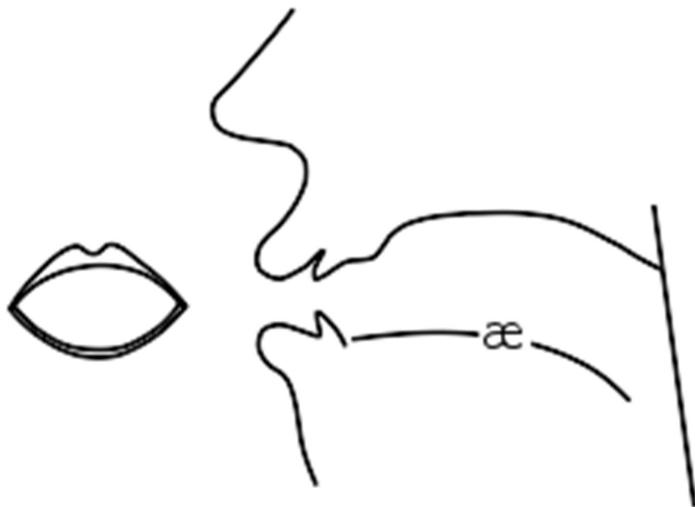
Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The **wou**nded wolf couldn't **move** his **foot** and **soon** fell asleep under the bush.
2. Worcester **wool** **would** **beat**ifully **siut** my **new** **blue suit**.
3. Natural **foods** contribute to a **good** diet.
4. Behaving **loosely** **could** be seen as **foolish** and **wou**ldn't **improve** your **looks**.
5. **Good** **books** **u**sually fulfill people's lives.

Lesson 18: The [æ] sound as in “cat”

Speech organs position:

Open jaw, open loose lips; tongue almost flat at the bottom of the mouth. The sound is made in the front of the mouth.



[æ - æ - æ]

A56



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

activity, apparent, accent, actually, answer, ask, branch, diplomat, demand, disaster, example, fast, glass, grant, grasp, grass, half, master, nasty, path, practice, sample, staff, task

A57



Comparison: [e] and [æ] sounds

[e] - [æ]

fed - fad

head - hand

leapt - lapped

led - lad

bet - bat

red - radical

bed - bad

hen - hand

leg - lag

Ben - ban

send - sand

tempo - Tampa

slept - slapped

ten - tan

said - sad

breath - bandage

kettle - cattle

set - sat

head - had

message - manage

dead - dad

hem - ham

lend - land

vet - vat

pen - pan

kept - capped

A58



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. A black **fat cat** was **sad** when he couldn't **grab** a slice of **ham**.
2. It **can** be quite a **challenge** to **manage** a **marriage**.
3. A man who looked **unhappy** **badly sang** a **sad** **mad** **romantic song**.
4. As a **habit** I **add** some **tomato** to my **hamburger**.
5. Standing **hand** in **hand**, the **man** **asked** **Jan** for her **hand** in **marriage**.
6. Can you **manage** to **carry** those **magazines** back to the **rack**?
7. I **had** to **haggle** over the price of **hats**.

A59



Verses

Read out-loud liaising words in each line.



Paw of cat the chestnut snatches;
Worn-out garments show the patches;
Only count the chick that hatches
Men are grown-up catchy-catchies.

Lesson 19: Diphthong [oʊ] as in “home”

Speech organs position:

Start with a round lip position [o], then bring the lips forward into [ʊ] as in “book” position. The back of the tongue moves from $\frac{3}{4}$ up into higher position.



[o - o - oʊ - - o - o - oʊ - - oʊ - oʊ - oʊ]

A60



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [ou] sound

o, oa, ow, ew

Highlighted bold letters pronounced as [əʊ]

hope, role, focus, those, both, clothes, open

road, oak, coat

glow, sorrow, pillow, follow, sparrow, throw

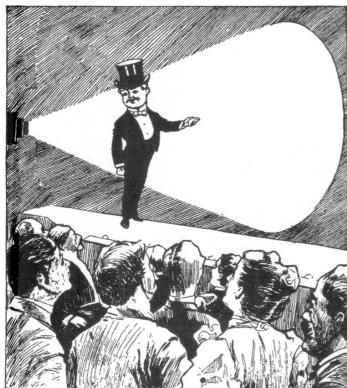
sew

A61



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. Joan has a runny nose because she rode her pony through the frozen snow.
2. The inappropriate language of the poems imposed a strange tone on the show.

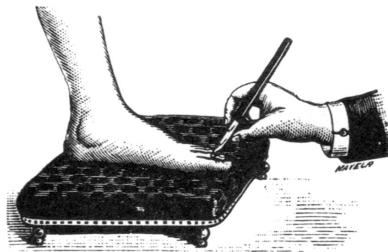
3. I **don't know** when I will come **home**, although I am **closely focusing** on the **road**. But soon, **most** probably, I will **know** and will **phone** you as soon as I come **closer** to our **home**.
4. **Joe**, go to **Oklahoma** and **Ohio**, then come **home** to **Rome**.

A62



Verses

Read out-loud liaising words in each line.

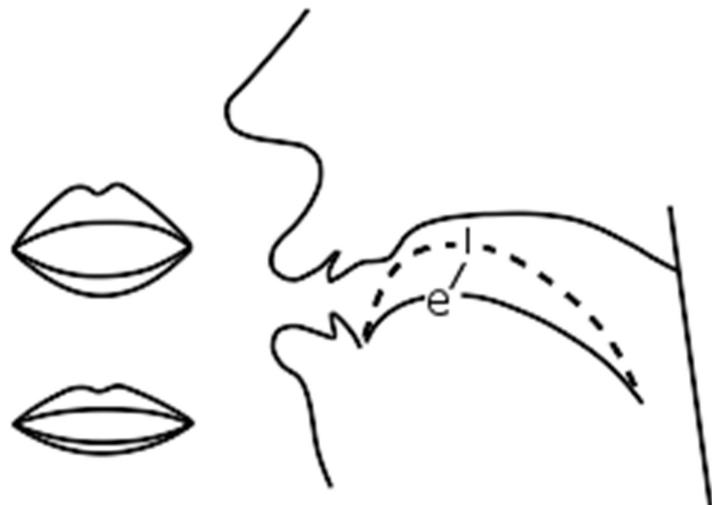


Moses supposes his **toeses** are **roses**,
But Moses supposes erroneously;
For nobody's **toeses** are **posies** of **roses**
As Moses supposes his **toeses** to be.

Lesson 20: Diphthong [eɪ] as in “cake”

Speech organs position:

Start in [e] as in “pet” position, with the lips in a soft smile and raised front of the tongue (Lesson 12). Then the front of the tongue rises a little more forward, to [i] as in “pit” position, and the lips spread slightly (Lesson 7).



[e - e - eɪ - - e - e - eɪ - - eɪ - eɪ - eɪ]

A63



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [eɪ] sound

a, ea, ai, ay, eigh, aigh

Highlighted bold letters pronounced as [eɪ]

take, arrange, late, tape, amaze, change, shape, favor, saving, agency, patience, complaint

break, great

aim, rainbow, vain, gain, plain, rain, train, mail

gay, tray, betray, payment, delay, okay

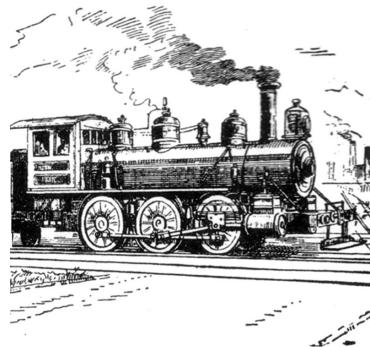
weight, eight, straight

A64



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. The train at **eight** was very **late**; we left the station with frustration.

2. We patiently waited in **vain** for our favorite **table** to become vacant.

3. Some **may** consider it **insane** to **name** a child with an **ancient name**!
4. All the favorite **cakes** that **Jane** had **made** were placed on **trays**.
5. You must **pay** any **day** if you are going **away** on the **train**.

A65



Verses

Instructions: Copy the intonation and modulate the voice after the audiobook.

The **rain** in **Spain** **stays** mainly on the **plain**.

The **plains** in **Spain** are mainly full of **rain**.

Lesson 21: Diphthong [ɔɪ] as in "boy"

Speech organs position:

Starting with a long [ɔ] sound as in "caught" (Lesson 3), with the lips forward and quite tight. The jaw is fairly closed, the lips relaxed. Then move to [ɪ] as in "pit" position, Lesson 10; the tongue rises forward, lips slightly spread.



[ɪɔ - iɔ - iɔ - - iɔ - c - - iɔ - c - c]

A66



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [ɔɪ] sound

oi, oy

Highlighted bold letters pronounced as [ɔɪ]

coin, exploit, moisture, boil, spoil, poise, anoint, soil, points, broil, foil, loiter, invoice

enjoy, loyal, annoy, royal, toy, decoy, destroy

A67



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. **Troy** was once destroyed by flamboyant noisy soldiers.
2. When it came to choosing **toys**, **Joy Lloyd** was spoiled for choice.
3. Rice requires moist soil and months of toil.
4. Any noise annoys an oyster, but a noisy noise annoys an oyster most.
5. You can't enjoy the beef if the joint is covered with boiling oil.
6. **Moira** was very annoyed at the boisterous noise of her boy-toy enjoying his oysters.

A68



Verses

Read out-loud liaising words in each line.



Little **Roy** was a very **spoiled boy**,
With a talent to **annoy**,
The quickest way to stop his **noise**
Was to take away his **toys**.

Lesson 22: Diphthong [iə] as in “theatre” and [iə^r] as in “dear”

Speech organs position:

Starting with a long [i] position as in “peat”, then dropping the tongue back into the schwa [ə]. Add [r] and you get [iə^r]



[i - i - iə - - i - i - iə - - iə - iə - iə]

A69



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [iə] sound

ea, ie, ia, iou

Highlighted bold letters pronounced as [iə]

cere**al**, the**a**ter

experience, immedi**ately**, inconven**ient**

mysterious, curi**ous**, spuri**ous**

A70



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. Really clear beer makes me cheerful but spurious beer makes me furious.
2. Leah dear, wipe your tears, come here and sit near me!
3. My experience of piercing Vera's ears was rather weird.
4. Last year I had a delirious experience when I was allowed to steer the boat near the weir.

5. My **tearfulness** soon **cleared** when I met the **dear**, **fearless**, **mysterious** stranger.

A65



Verses

Read out-loud liaising words in each line.

At first it **appeared**
That I was a good **engineer**,
But my **peers** interfered,
And made it very **clear**,
That I should become an **auctioneer**.

Lesson 23: Diphthong [aɪ] as in “bride”

Speech organs position:

Starting with an open [a] sound, flat tongue, open jaw, then moving to [i] as in “pit”, the jaw closes and the tongue rises for the second part of the sound.



[a - a - aɪ - - a - a - aɪ - - aɪ - aɪ - aɪ]

A72



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [aɪ] sound

y, i, igh, ui

Highlighted bold letters pronounced as [ai]

sky, fly, cry, supply, terrify, deny, reply

idle, slide, shine, wild, mind, shine

high, nigh, guide

A73



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Try to find a wise **i**dea behind the rhymes of Oscar Wilde.
2. The sun is no longer **high** in the sky as the day declines.
3. "His bride is mild and kind." What? Are you blind?
4. I know a few wild **guys** who have up to seven wives.
5. Nine men with fine tenor voices decided to sing **high** in the choir on Friday night.

A74



Verses

Read out-loud liaising words in each line.

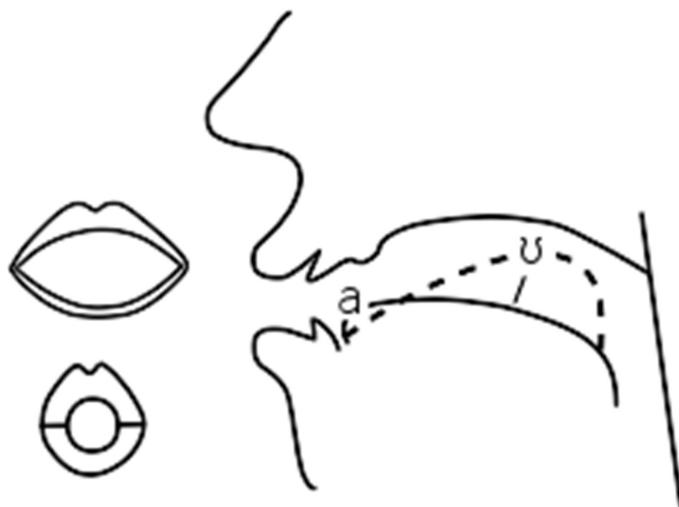


There was a lady loved a swine,
She kindly asked:
Pig-hog will you be mine?
I will build you a silver sty,
In which you would idly lie.

Lesson 24: Diphthong [au] as in “cow”

Speech organs position:

Start with flat tongue, open jaw in [a] position as in “pasta”. Then bring the lips forward into the short [u] position as in “book” (Lesson 13).



[a - a - au - - a - a - au - - au - au - au]

A75



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [au] sound

ou, ow

Highlighted bold letters pronounced as [au]

**found, mouse, sprout, bounce, shout, loud, doubt, scout, mountain, thousand, fountain
prow, trowel, vowel, owl, now, endow, flower**

A76



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. No **doubt** we can find **thousands** of **flowers** in the **mountains** of the **South**.
2. **How now brown cow.**
3. I saw a **clown** **shouting** in the **town**.
4. Here should lie the body of Jonathan **Pound**, who was last seen at sea and never **found**.
5. The **loud** sound of the **hounds** confounded the **brown mouse**.
6. With a **shout**, the boy **found** a **thousand** dollars **outside** of the **town**.

A77



Verses

Read out-loud liaising words in each line.



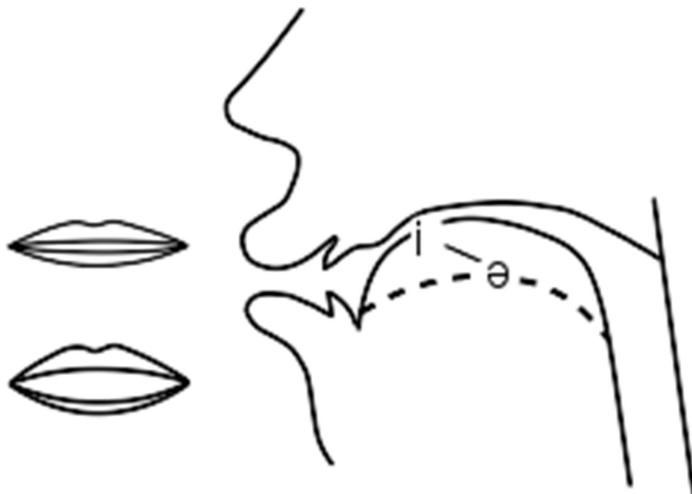
Cody Brown worried about
The fact that he was rather stout.
But nowadays there is no doubt,
He is proud of being short and stout.

Lesson 25: Semi-vowel [j] as in "yacht"

Semi-vowels are neither vowels nor consonants. The speech organs start as if you make a pure single vowel, but instead of making that sound, they immediately move to another sound.

Speech organs position:

Start with the front of the tongue high as in [i:] "feet"; then, immediately move the tongue down to the neutral [ə] schwa position.



[j - j - j]

B1
聆听

Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [j] sound

y, u, ew

Highlighted bold letters pronounced as [j]

young, yes, you, yesterday, yard, yarn

use, argue, value, huge, refuse, confuse, unisex

new, fewer

B2



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Yesterday, we were among the **few** to get a nice **view**.
2. I was **confused** that the bank **refused** to accept your **Euros**.
3. The **youth** yelled out, “I **yearn** to go to **New York!**”
4. You **knew** yesterday’s **news** about the **yachts** tour, didn’t you?
5. In **Union Square**, the sound of **beautiful music** is not **unique**.

B3



Verses

Read out-loud liaising words in each line.



Love that no wrong can **cure**,
Love that is always **new**,
Love that will aye **endure**,
Though the rewards be **few**,
That is the love that's **pure**,
That is the love that's true!

Lesson 26: Semi-vowel [w] as in “want”

Speech organs position:

Start with the lips forward, as in [u:] “boot”, then immediately pull the lips back to the neutral [ə] schwa position.



B4
🎧

Repeat once from left to right:

wwww

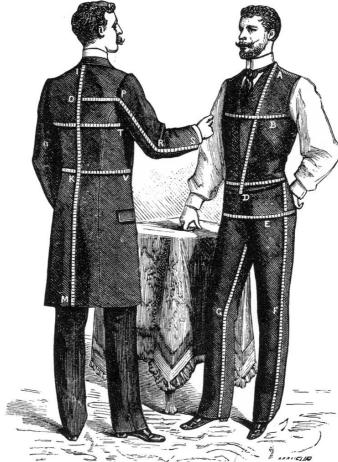
wwwwwww

wwwwwwwwww

wwwwwwwwwwww

B5
🎧

Repeat each line four times:



1. Will you?
2. Will you wait?
3. Will you wait for Willy?
4. Will you wait for Willy and Winnie?
5. Will you wait for Willy and Winnie Williams?

B6
🎧

Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [w] sound

w, wh, u after q, o

Highlighted bold letters pronounced as [w]

wax, **wolf**, work, **wait**, **want**, **watch**, weather

whale, **wheel**, **whether**

queen, **quench**, **quantity**

once, **someone**

B7



Words: contrasts with [v] and [w]

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

[v] - [w]

vet - **wet**

vest - **west**

vale - **whale**

vain - **wane**

via - **wire**

vine - **wine**

veal - **wheel**

vend - **wend**

vent - **went**

verse - **worse**

vile - **while**

vim - whim

B8



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Will you be required to work in Washington on Wednesdays?
2. I wondered whether any one of you were willing to acquire our exquisite wines.
3. The qualitative results were not what we wanted from our quantifiable questionnaire questions.
4. Everyone would want to have as a wife a wondrous wise woman with beautiful eyes.
5. He won the award for having worn the world's worst waistcoat.

B9



Verses

Instructions: Copy the intonation and modulate the voice after the audiobook.



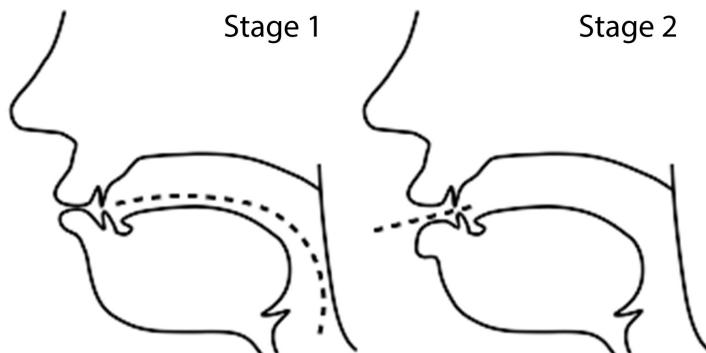
We are blind, and we would see;
We are bound, and we would be free;
We are dumb, and we would talk;
We are lame, and we would walk.

Lesson 27: Plosive consonants unvoiced [p] as in “pack” and voiced [b] as in “big”

When producing plosives the passage of the air is completely blocked by two speech organs coming together somewhere between the throat and the lips. Pressure is compressed behind them pushing the air. When the speech organs are suddenly released that trapped air which was completely pressed behind the blockage shoots out, and we hear a little explosion, that sound creates the consonant.

Speech organs position:

[p] and its partner [b] are made with the lips blocking the passage of the air. [p] is made purely with breath; [b] is made exactly the same way, but you vibrate the vocal chords to make a sound. If you block the passage of the air for a split second before you make [p], you can feel a little pressure behind the blockage and then you release it. Add voice to that explosion and you get [b]. Sharp, quick sounds.





Repeat once from left to right:

pppp

pppppppp

ppppppppppp

ppppppppppppp

B11



Words for unvoiced [p] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

**plate, place, pantry, parsley, perform, public, present, print, impromptu,
pleasant, personal, property, precipitate**

B12



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The **pact** on “**Privacy of Personal Property**” was **printed** in the **paper**.

2. He gave a **poor** explanation of the **possibility** of **postponing** the **preliminary** plans to **put** a new production manager in **place**.
3. **Paul's** **preposterous** **impromptu** performance was **pretty** **personal** and lacked **propriety**.
4. **Penelope** promoted a healthy **pleasant** **appearance** in her new **spring** compilation.
5. Although **pizzas** are **popular**, most **people** prefer **pretzels**.
6. **Pease** porridge hot, **pease** porridge cold, **pease** porridge in the **pot** nine days old.

B13



Tongue-twister

Read out-loud liaising words in each line.



Peter Piper picked a peck of pickled peppers
A peck of pickled peppers Peter Piper picked
If Peter Piper picked a peck of pickled peppers
Where's the peck of pickled peppers Peter Piper picked?

B14



Articulation exercise

Listen and repeat, keeping consonants clear and crisp.



A complicated gentleman allow me to present,
Of all the arts and faculties a terse embodiment:
A great arithmetician, who can demonstrate with ease,
That two and two are three or five, or anything you please:
An eminent logician, who can make it clear to you
That black is white – when looked at from the proper point of view:
A marvellous philologist, who'll undertake to show,
That "yes" is but another form of "no".

(W.S. Gilbert)

B15



Repeat once from left to right:

bbbb

bbbbbbb

bbbbbbbbb

bbbbbbbbbbbbb

B16



Words for voiced [b]

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

b

bring, baby, Bob, snob, bomb, balm

Nasal plosion

submit, submarine, sob noisily

Labial and lateral plosion

babble, trouble, table, double

B17



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. **Bill Bobby** bought a **big black cab** and **became** a **troubled** driver.

2. The **Bible** on the **table** belonged to **Barry Baker**.
3. It was **brilliant** bursting **bubbles** in their **billions** during the **ball** in **Boston**.
4. **Bobby** and **Brenda** saw a **black bat** and a **big bumble bee** at a **barbecue** with their **neighbors**.
5. The **blackbird** **built** a **beautiful big** nest.

B18



Comparison: [p] and [b]

[p] - [b]

pocket - bucket

piece - bees

pork - bark

point - boiled

panther - bender

passport - buzzword

B19



Tongue-twister: the voiced [b] sound

Instructions: Copy the intonation and modulate the voice after the audiobook.

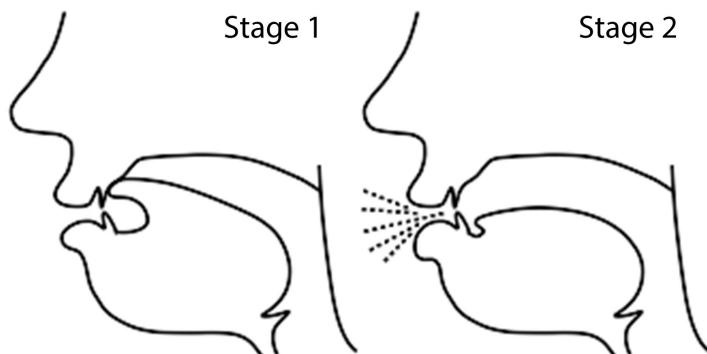


Betty Botter bought some butter,
But, she said the butter's bitter;
If I put it in my batter
It will make my batter bitter,
But a bit of better butter,
That would make my batter better.

Lesson 28: Plosive consonants unvoiced [t] as in “talk”, voiced [d] as in “later”

Speech organs position:

Sounds are made with the tip of the tongue going up to the alveolar ridge, the gummed ridge behind the top teeth. There is a blockage for a split second; the tongue tip comes down sharply, the breath escapes and we get [t]. Add sound and we get [d].



B20
🎧

Repeat once from left to right:

tttt
tttttt
tttttttt
tttttttttt

B21



Words: unvoiced [t] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

ten, tiny, try, turn, table, tennis, terrific, traffic, trend, transaction, electronic, stand, tremendous, trendy

B22



Sentences: unvoiced [t] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. When playing **table tennis**, **take turns** every **ten minutes**.
2. Two **toads** **totally tired** of trying to **trot to Tennessee**.
3. Tom **researched** and **tested** his **state of the art technology** **ten times**.
4. It **takes** two to **tango**.

B23



Verses

Read out-loud liaising words in each line.

**Tricky Timothy took two ties
To tie two tulips to two tall trees,
To terrify the terrible Thomas and
Tullamees.**

Fast [d]

In everyday speech Americans often use a fast [d]

B24



Words

[t] between vowels pronounced as fast [d] sound

tutor, later, better, little, cater, metal, British, fetish, shouting, water, matter, routing, Peter, total, daughter, lottery, purity

[t] between a vowel with "r" and a vowel pronounced as fast [d] sound

parted, carter, forty, thirty, quarter, sporting, started, dirtier, sorted, vertigo

B25



Phrases and sentences:

[t] between words is pronounced as a fast [d] sound if it's between vowels

it is, **at** eight, **get** out, **sit** up, **not** **at** all, **hit** it, **eat** it, **write** about it, **wait** a second, **put** **it** out, **what** if, **what** about, **put** **it** away

1. Peter has to **get** up **at** eight to look after his **little** **daughter**.
2. My tutor told me to **write** a **better** **letter**.

Held [t] followed by [n] sound

When [t] is followed by [n], the [t] is not pronounced. The two vocal cords come together for a split second causing a blockage of the air passage. Then the tip of the tongue rises to the alveolar ridge to make the [n] sound, and the breath escapes through the nose.

B26



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

tn

mutton, **cotton**, **button**, **eaten**, **sentence**, **threaten**, **kitten**, **curtain**, **certain**, **heighten**, **tighten**, **fatten**, **frighten**, **beaten**

B27



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

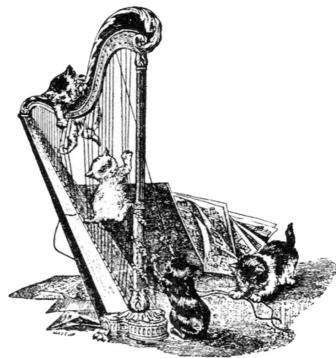
1. I **certainly** need a nice white **cotton** shirt with **buttons**.
2. The police **threatened** to **tighten** the rules for entering the country.
3. You must always be **certain** to **tighten** the cords when hanging your **curtains**.

B28



Verses

Read out-loud liaising words in each line.



Three little **kittens**

They lost their **mittens**,

And they began to cry:

Oh, mother dear,

We sadly fear

Our **mittens** we have lost.

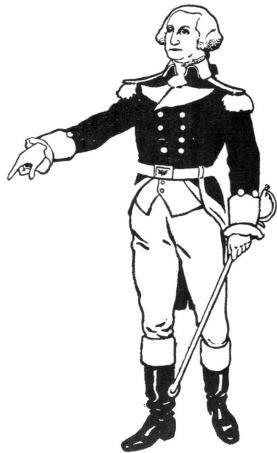
What! Lost your **mittens**,
You naughty **kittens**!
Then you shall have no pie.

B29



Articulation exercise

Listen and repeat, keeping consonants clear and crisp.



Major-General

I am the very model of a modern Major-General
I've information vegetable, animal and mineral.
I know the kings of England and I quote the fights historical
From Marathon to Waterloo, in order categorical;
I'm very well acquainted too with matters mathematical.
I understand equations, both the simple and quadratical,

About binomial theorem I'm teeming with a lot of news -
With many cheerful facts about the square of the hypotenuse.
I'm very good at integral and differential calculus;
I know the scientific names of beings animalculous;
In short, in matters vegetable, animal and mineral,
I am the very model of a modern Major-General.

(W.S. Gilbert)

Lesson 29: Plosive consonants voiced [d] as in “dog” and held [d] as in “hidden”

B30



Repeat once from left to right:

dddd

ddddddd

ddddddddd

ddddddddd

B31



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

**drought, durable, did, done, drill, drag, dwell, dangerous, debit,
discount, damage, diminish, diversified, dedicate, direct**

B32



Comparison: [t] and [d]

[t] - [d]

cart - card

tell - dwell

write - ride

tree - dream

trout - drought

tart - bard

B33



Sentences: voiced [d] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

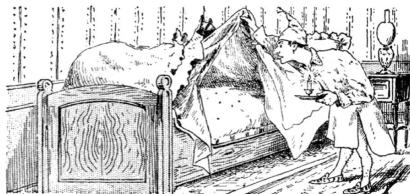
1. Due diligence revealed **d**ouble standards in the production of **d**ifferent brands.
2. Douglas' **d**aughter Deborah turned out to be a **d**istinguished **d**ancer.
3. I've studied the **d**ocumentation for the new kidney **d**rug in **d**etail.
4. The **d**edicated student **d**evoted to **ddd**epth.

B34



Verses

Read out-loud liaising words in each line.



Tormented with the anguished **dread**
Of falsehood unatoned,
I lay upon my sleepless bed,
And tossed and turned **d**an' groaned.

(W.S. Gilbert)

B35



Articulation exercise

Listen and repeat, keeping consonants clear and crisp.

What a to do to die today at a minute or two to two
A thing distinctly hard to say but harder still to do
For they'll beat a tattoo at twenty to two a Ra ta ta ta ta ta ta too
And the dragon will come when he hears the drum
At a minute or two to two today at a minute or two to two.

Held [d] followed by [n] sound

When [d] followed by [n], the tip of the tongue stays on the alveolar ridge, while the two sounds are made at the same time and the breath escapes through the nose.

B36



Words

Listen and repeat, keeping consonants clear and crisp.

dn

hidden, burden, sadden, Haydn, pardon, sudden, madden, maiden, gladden, harden, suddenly, garden

B37



Sentences

Listen and repeat, keeping consonants clear and crisp.

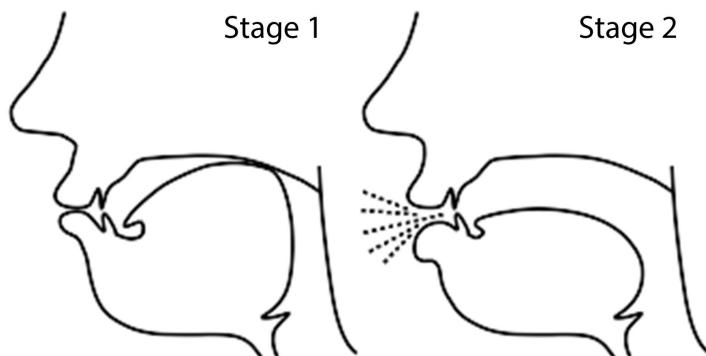
[dn]

1. A frightened **maiden** has been **hidden** in the rear **garden**.
2. Hay**dn** is not a modern composer but his music will either **sadden**, **gladden** or **madden** you.

Lesson 30: Plosive consonants unvoiced [k] as in “kind”, voiced [g] as in “gloss”

Speech organs position:

The tip of the tongue behind the bottom teeth, it's the back of the tongue going right up to make contact with the soft palate at the back of the roof of the mouth, and that forms the blockage. Then let the tongue come down and the air escapes in that little explosion and you get [k]; add voice and you get [g].



B38


Repeat once from left to right:

kkkk

kkkkkkkk

kkkkkkkkkkkk

kkkkkkkkkkkkkk

B39



Words: the unvoiced [k] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [k] sound

k, q, c, ch

Highlighted bold letters pronounced as [k]

sketch, keep, Kenya, ketchup, key, kind
quite, quick, request, squeeze, antique
cat, curious, magic**c**, uncle, historical, holistic
charismatic, stomach, **chemist**, **chaos**, **chord**

B40



Sentences: the unvoiced [k] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Kurt can't keep his cool when criticized by his uncle.
2. Catastrophic **c**onsequences concerning **chaotic** confusion in **clerical** circles were **kept** quiet.
3. "Cut your **coat** according to your **cloth**." (*Proverb*)
4. **Charismatic** Clara was keen to wear **kinky** clothes.

5. Constance collected coins and costumes from Canada and Cambodia.

B41



Verses

Read out-loud liaising words in each line.



There was a **crooked** man,
And he **walked** a **crooked** mile,
He found a **crooked** sixpence
Against a **crooked** stile;
He bought a **crooked** cat,
Which **caught** a **crooked** mouse,
And they all lived together
In a little **crooked** house.

B42



Repeat once from left to right:

gggg

gggggggg

gggggggggggg

gggggggggggggg

B36



Words: voiced [g] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [g] sound

g, x-[gz]

Highlighted bold letters pronounced as [g]

guessed, **guard**, ghost, plague, **glue**, **struggle**, angle, single, signal, language
exact, examination, exaggerate, exert, exasperate, existing

B44



Comparison: [k] and [g]

[k] - [g]

cream - graze

request - rugby

climax - glass

coast - ghost

con - gone

B45



Sentences: voiced [g] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Gladys glanced at Graham and gave him a vague giggle.
2. Grace struggled with her Greek grammar exam and was glad to get a great grade.
3. Gilbert Green is no longer a single guy.
4. Gracious Gloria gazed at the exaggerated gleaming globe.
5. "Good gracious," the grey ghost said, "the fog is getting thicker."

B46



Tongue-twister

Read out-loud liaising words in each line.



Three grey geese in a green field grazing,
Green were the geese and green was the grazing.

B47



Articulation exercise

Listen and repeat, keeping consonants clear and crisp.

p t p t p t

k t k t k t k t

p t k t p t k t p t k t p t k t

b d b d b d b d

g d g d g d g d

b d g d b d g d b d g d

Lesson 31: Nasal consonant [m] as in “monk”

Description of nasal consonants:

Two blockages to make the breath go straight into the nose. First of all the most important blockage is at the soft palate which is right at the back of the roof of the mouth; it actually is lowered, so that it stops the breath from coming from the lungs and the throat into the mouth and it has to come up and out of the nose. At the same time we have three little positions of the speech organs which also form the blockage in the case of: [m], [n] and [ŋ].

Speech organs position:

[m]: the lips come together, so that the breath cannot escape; the sound is produced in the nose.



Words: the [m] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

move, immortal, comb, smoke, asthma, prism, melody, maverick, melancholic, Minnesota, mirror, monster, mimosa, meaning

B49



Sentences: the [m] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The **manager** from **Michigan** recommended **making** **more** **money**.
2. Mozart's **melancholic** **melodies** have **bottomless** **meaning**.
3. "The **moon** looks like a **mottled** **melon**," **murmured** **Mark**.
4. Margaret **must** be **on time** for her **morning** lessons in **mime**.
5. Maps **made** in **Malaysia** **meet** the needs of the **most** demanding of **customers**.

B50



Tongue-twister: the [m] sound

Read out-loud liaising words in each line.



Hie to the **market**, **Mimi** come trot,
Spilt all her butter **milk**, every drop.
Every drop and every dram,
Mimi came home with an empty can.

B51



Articulation exercise

Listen and repeat, keeping consonants clear and crisp.

My boy you may take it from me,
That of all the afflictions accursed
With which a man's saddled and hampered and addled,
A diffident nature's the worst.
Though clever as clever can be
A Crichton of early romance
You must stir it and stump it and blow your own trumpet,
Or trust me you haven't a chance!

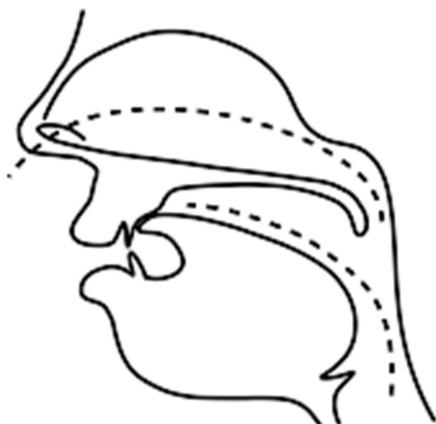
Now take for example my case
I've a bright intellectual brain
In all London city there's no one so witty -
I thought so again and again.
I've a highly intelligent face -
My features cannot be denied -
But whatever I try, Sir, I fail in, and why Sir?
I'm modesty personified!

(W.S. Gilbert)

Lesson 32: Nasal consonant [n] as in “nun”

Speech organs position:

The tip of the tongue is on the alveolar ridge, but the soft palate coming down, the sound is produced in the nose. Keep the tongue still while making the sound and then relax.



B52



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [n] sound

n, kn

Highlighted bold letters pronounced as [n]

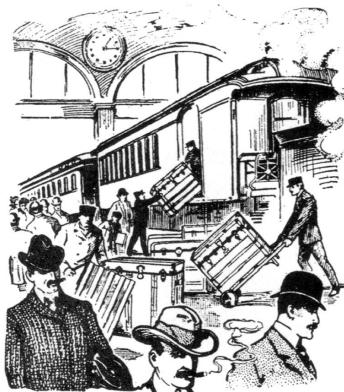
noble, **nunnery**, nimble, **naughty**, **nine**, never, **nest**, lawn**, dawn**, upon, down**, penny**, again**, son**
knit, knowledge, known, **Knicks**

B53



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. Nina wouldn't give her phone number to just anyone.
2. I neither understand nor instantly admire ignorant, narrow-minded, opinionated men without inner fire.
3. Anne finds the news from foreign lands informative and interesting.
4. Naughty Nick sneaked off to Aunt Annie's barn and napped till noon like a buffoon.
5. At nine in the morning, the train for New York comes down the line.
6. Neither Nina nor Nita needed new knitted nighties.

**Verses**

Read out-loud liaising words in each line.

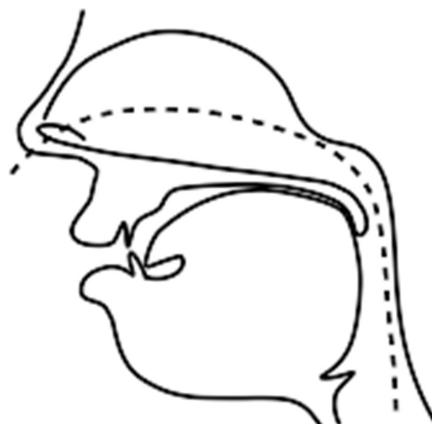


For every evil under the sun,
There is a remedy or there is none.
If there be one, try and find it;
If there be none, never mind it.

Lesson 33: Nasal consonant [ŋ] as in “king”

Speech organs position:

The tip of the tongue is down behind the bottom teeth, but the back of the tongue goes up to the soft palate, forming a blockage.



B55



Words: the [ŋ] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for [ŋ]

ng, n before k

Highlighted bold letters pronounced as [ŋ]

wing, sing, sung, ring, hang, bring, cling, sting, among, tongue, nothing,
sailing, railing
think, wink, bank, honk

B56



Sentences: the [ŋ] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. The young singer was singing a rousing song.
2. At the beginning of this morning's class we were practicing tongue exercises.
3. Without thinking, the King swung on the bell and it rang with a ting-a-ling.
4. Paying rent, commuting, eating and drinking has been taking all the money I was earning from typing, writing, and publicising.
5. Supposing he is coming for a meeting, will you be telling him about separating and leaving Lansing?

B57



Verses: the [ŋ] sound

Read out-loud liaising words in each line.



Don't display a lot of stocking,
Which is always very shocking,
But of course I'm only mocking!

Lesson 34: Lateral consonant [l] as in “link”

Speech organs position:

Air escapes out of the side of the tongue. The tip of the tongue is on the alveolar ridge and the back of the tongue down; the breath has to come out of the side of the tongue to escape.



B58



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

leave, last, letter, love, lend, alone, allow, silly, chilly, fellow, shallow, holy, hollow, believe, place, plastic, blame, blue, blood, glue, glow, click, cloth, clumsy, club

B59



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



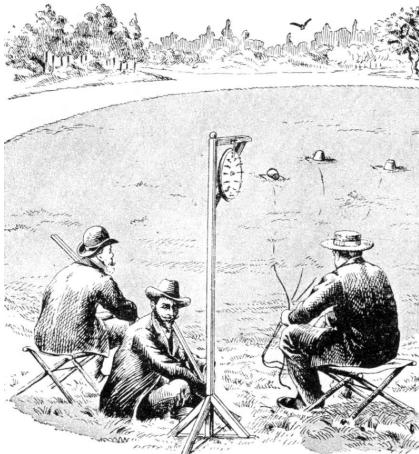
1. "When life hands you a lemon, make lemonade." (*Harry Truman*)
2. Luminous lamps light the whole hall beautifully.
3. Luke's ludicrous letters to Lucy are unbelievable.
4. She looked supple and elegant in her black Chanel jacket.
5. Red leather, yellow leather, red leather, yellow leather.
6. Failure to calculate the yield of the field made the clever lad ill.

B60



Verbs

Read out-loud liaising words in each line.



Luke Lock likes lakes.

Luke's dog likes lakes.

Luke Lock swims in lakes.

Luke's dog looks at lakes.

The dog takes a swim in lakes **Luke Lock likes.**

Luke Lock takes his dog in lakes dogs like.

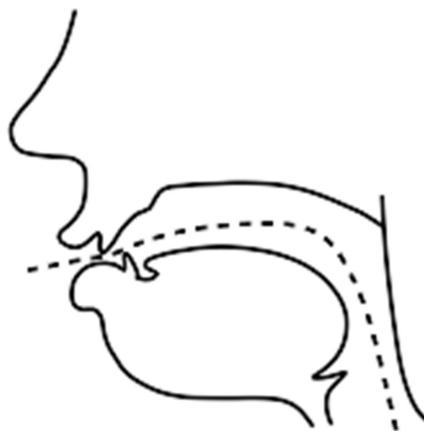
Lesson 35: Fricative consonants unvoiced [f] as in “fun”, voiced [v] as in “value”

Description of the fricative consonants:

The passage of the air is not blocked completely; it is narrowed by two speech organs coming very close together, so the breath has to squeeze its way past and as it squeezes through the small gap sets a little bit of friction, and that friction creates a sound.

Speech organs position:

It's the top teeth which gently make contact with the bottom lip. The air can squeeze past. Without any sound it forms [ɸ] as in “fish”; add sound to that, and you get [f].



B61



Words: the unvoiced [f] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [f] sound

f, ft, ph, gh

Highlighted bold letters pronounced as [f]

feast, first, cleft, lift, fantasy, fantastic, finish

soften, often

pharmacy, phone, photograph, philosophy, physics, philharmonic

rough, tough, laugh

B62



Sentences: the unvoiced [f] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. “Fine **feathers** make fine birds.” (*Proverb*)
2. **Philip** made an effort to find his girlfriend’s favorite fuchsia flowers.
3. An old fisherman **laughed** when he caught five **fresh** fish.
4. The fifty **friends** from far-flung foreign lands formed a **fraternity**.

B63



Verses: the unvoiced [f] sound

Read and then listen from the audiobook, copy the intonation and voice modulation.



Freddy farmer went to Frinton
And went fishing in the fog.
When he thought he'd caught a fish
In fact he caught a frog!

B64



Words: the voiced [v] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

vote, virtue, develop, revive, vivacious, involve, arrive, convince, thrive, shove, vacuum, Steven, revival, vinegar, volume, velour

B65



Comparison: [f] and [v]

[f] - [v]

fat - vat

file - **vile**

fail - **vale**

shift - shov**e**

effort - evidence

focus - **vocal**

B66



Sentences: the voiced [v] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. Effervescent Vera tried to achieve marvellous results in vain.
2. Vindictive vendors convinced naive Victor to buy overpriced velvet and velour.

3. Vivacious Vivian loved to voice vigorous verses vociferously.
4. Steven vainly viewed vast vales with vacant eyes.
5. "There are very many varieties of vegetation on our veranda," said Vera.

B67



Verses: the [v] sound

Read out-loud liaising words in each line.

Vera vaulted vainly over the garden wall,
Vera very nearly had a nasty fall.

Lesson 36: Unvoiced consonant [θ] as in “think”

Speech organs position:

The tip of the tongue comes between top and bottom teeth gently, breath squeezes past, we hear the unvoiced [θ], as in “think”; add sound to the same process and you get [ð], as in “the”.



B68



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

th

thanks, three, third, thought, thumb, thing, thin, bath, breath, cloth, tenth, sixth, truth, both, author, arithmetic

B69



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Three **filthy**-looking **thieves** were hiding in the **thicket** of **thorny thistle bushes**.
2. The **author** revealed the uncouth **truth** in his latest **thriller**.
3. **Thelma thought** that **theocratic thinking** was **thrilling**.
4. **Theoretical math** comes from **thorough thinking** of **enthusiastic arithmeticians**.
5. One **wealthy author** only wrote the **truth** and not **filth**.

B70



Comparison: [t] and [θ]

[t] - [θ]

taught - **thought**

trick - **thick**

tin - **thin**

note - **north**

matt - **mouth**

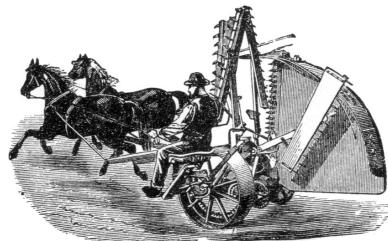
trade - **thread**

B71



Tongue-twister

Read out-loud liaising words in each line.



A **Thatcher** of **Thatchwood** went to **Thatcher** a-**thatching**;
Did the of **Thatcher** of **Thatchwood** go to **Thatcher** a-**thatching**?
If a **Thatcher** of **Thatchwood** went to **Thatcher** a-**thatching**,
Where is the **thatching** **the** **thatcher** of **Thatchwood** has **thatched**?

Lesson 37: Voiced consonant [ð] as in “mother”

Speech organs position:

The tip of the tongue comes between the top and bottom teeth and the air squeezes past. Add voice for [ð] sound.



B72



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

though, that, therefore, than, bathe, smooth, clothe, soothe, breathe, father, other, gather, rather, further, either

B73



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. This medicine is sooth**ing** for my rather sore back.
2. I would rather buy this leather hat than that one with the feathers.
3. My mother and father adore my younger brother for being smarter than I.
4. This brown leather coat is made of smoother leather than that black one in the window.
5. The southerly wind blew this way and that across the pinky heather.
6. "Birds of a feather flock together." (*Proverb*)
7. "The pen is mightier than the sword." (*Proverb*)

B74



Verses

Read out-loud liaising words in each line.

From this to that she hops about
Then back to this as if in doubt.

Lesson 38: Unvoiced [s] as in “son”, voiced [z] as in “zigzag”

Speech organs position:

The air escapes through a narrow passage along the centre of the tongue which squeezes between the top of the tongue and the alveolar ridge and you get [s] as in “sip”; add sound and you get [z].

B75



Words: the unvoiced [s] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [s] sound

s, sc, c

Highlighted bold letters pronounced as [s]

swan, base, chase, paradise, promise, gas, atlas, takes

scientific, science, scent

finance, cemetery, circumstances, receive, practice

B76



Sentences: the unvoiced [s] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Sort these books on the staircase as soon as you have a spare second.
2. For supper, we've been served tasty sword fish with lemon sauce and succulent salad.
3. The symphony seemed sad and sentimental.
4. Simon saw seven silver swifts in the sea.
5. Steven Smith stood seven foot six in his stocking feet.

B77



Verses: the unvoiced [s] sound

Read out-loud liaising words in each line.



Steven thought he sang so sweetly
In his office every day,
But so tuneless was his singing
He was paid to go away...

It's a greasy kind of pastry,
Which, perhaps, a judgement hasty

Some might find it rather **tasty**.

B78



Words: the voiced [z] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [z] sound

z, s

Highlighted bold letters pronounced as [z]

zoom, zealous, zip, zigzag, zoo, Zurich, zinc, zebra, zero, zest, Zimbabwe
scissors, use, does, has, is, as, was, easy, busy, dogs, trees, plays, cleanse

Voiced and unvoiced endings for plurals and third person singulars

Rule: If the sound before the ending is unvoiced then the ending will be unvoiced too. If the sound before the ending is voiced then the ending will be voiced.

Unvoiced sounds

(sounds made with breath only)

1) Consonant Pairs:

[s] soup

[p] pick

[t] tick

- [k] kick
- [tʃ] church
- [ʃ] shoe
- [f] fan
- [θ] think

Unvoiced endings examples:

Cats, puffs, dusts, pipes, sorts, kicks, laughs, truths, cloths, moths, etc.

Voiced sounds

(sounds made with vibrations of vocal cords)

1) Consonant Pairs:

- [z] hose
- [b] bubble
- [d] dog
- [g] giggle
- [dʒ] George
- [ʒ] rouge
- [v] van
- [ð] that

2) Voiced nasal and lateral consonants:

- [l] lock, [m] meter, [n] nun, [ŋ] king

3) All vowels and diphthongs



Comparison: [s] and [z]

[s] - [z]

docks - dogs

hats - homes

hits - hums

cakes - kegs

nits - nuns

bits - bibs

kicks - fans

cats - cads

pets - feds

mats - moms

shocks - gigs

cooks - girls

mistakes - problems

B80



Sentences: the voiced [z] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Always keep your eyes on the prize!
2. Joseph supposes that his toeses are roses.
3. Zeta rode a zebra in Zimbabwe.

4. Ideas do not fall from the trees.
5. Zoë spends dollars and dollars on snazzy shoes and gowns.
6. The bee buzzes lazily on the pansies, daisies and roses.
7. "Beggars can't be choosers." (*Proverb*)

B81



Verses: the voiced [z] sound

Read out-loud liaising words in each line.



Scissors and string, scissors and string,
When a man's single he lives like a king.
Needles and pins, needles and pins,
When a man marries his trouble begins.

Lesson 39: Unvoiced [ʃ] as in “shock”, voiced [ʒ] as in “vision”

Speech organs position:

The tongue tip near the bottom of the mouth. It is the front of the tongue that comes up to almost the alveolar ridge and the little bit of hard palate next to it. As the breath squeezes past, we get [ʃ], as in “shall”; add sound and we get [ʒ], as in “measure”. The tongue tip does not come to the alveolar ridge for that.

B82



Words: the unvoiced [ʃ] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [ʃ] sound

sh, ch, s, ss

Highlighted bold letters pronounced as [ʃ]

sheep, shirt, push, wish, fashion, cashier
moustache, champagne
pressure, session, Russia, sure, Sean

Spelling variations for the [ʒ] sound

cio, cia, tio, cia

Highlighted bold letters pronounced as [ʒ]

special, delicious, malicious, suspicious
condition, motion, nutritious, Venetian

B83



Sentences: the unvoiced [ʃ] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. I **wish** I **shopped** for **shirts** with fashionable **Sheila**.
2. During our special **session** on nutrition we **wished** to be served **delicious** dishes and **champagne**.
3. Sean's **shiny** **shoes** are made from **shark** skin.
4. **Malicious** men with moustaches **pressured** us to leave the **ship**.
5. **Shimmering** and **shining** hair needs a **shampoo** and a **conditioner**.
6. "**Share** and **share** alike." (*Proverb*)

B84



Tongue-twister: the unvoiced [ʃ] sound

Read out-loud liaising words in each line.

**She sells seashells by the sea-shore;
If she sells seashells by the sea-shore,
Then I'm sure she sells sea-shore shells.**

B85



Words: the voiced [ʒ] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [ʒ] sound

s before u, ur, s before io, g

Highlighted bold letters pronounced as [ʒ]

measure, pleasure, casual, enclosure

occasion, decision, confusion, intrusion, collision

prestige, garage, massage, beige, rouge

B86



Comparison: [ʃ] and [ʒ]

[ʃ] - [ʒ]

condition - collision

shoes - unusual

assure - casual

vicious - vision

vacations - occasion

devotion - decision

B87



Sentences: the voiced [ʒ] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. Charles treasured the prestige of his house and disliked sudden intrusion.
2. Disillusioned Jacque felt confusion regarding the disclosure of the family treasure.
3. Watching television without measure can be a limiting pleasure.
4. The girl usually uses red rouge but she decided to change to beige.
5. Giselle strives for precision in her dressage supervision.

B88



Articulation exercise

Read out-loud liaising words in each line.

Oh a private buffoon is a light hearted loon,

If you listen to popular rumor.

From the morn to the night he's so joyous and bright
And he bubbles with wit and good humor.
He's so quaint and so terse, both in prose and in verse,
Yet though people forgive his transgressions,
There are one or two rules that all Family Fools
Must observe if they love their profession.
There are one or two rules, half a dozen maybe
That all Family Fools of whatever degree,
Must observe, if they love their profession.

(W.S. Gilbert)

B89



Verses: the voiced [z] sound

Listen and repeat, keeping consonants clear and crisp.



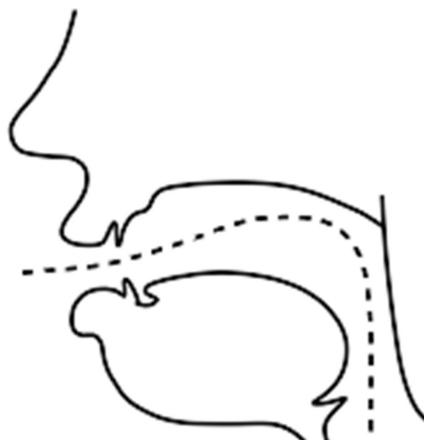
Oh, marvellous illusion!
Or, terrible surprise!
What is this strange confusion
That veils my aching eyes?

(W.S. Gilbert)

Lesson 40: Unvoiced consonant [h] as in “hat”

Speech organs position:

The passage of breath is narrowed by moving the vocal chords from wide apart to close together. Friction is heard when the breath squeezes between them.



B90



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

h

hat, heat, hard, hurt, hideous, ahoy, behind, behave, perhaps, boyhood, rehearse, enhance, heather, heredity, inherit, adhere, dishearten, behalf

wh

who

B91



Sentences

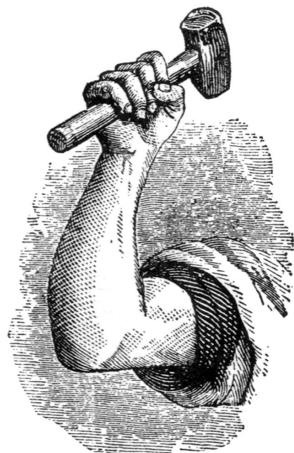
Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. On behalf of the **whole** group, we say a **hearty** hello.
2. Behind **his** hideous behavior, which was **hurting** us to the very **heart**, was **his** hard childhood.
3. In case of a **horrible** **headache**, **heat** **wholesome** **heather** **honey** and **inhale** it.
4. **Heather** inherited **her** father's **horrendously** **huge** **house** in the **Hamptons**.
5. **Hungarian** **hunters** on **horses** with **hounds** were **horrified** by **hurricanes**.
6. "**Who**," said **Helen**, "**has** eaten **half** of my **honey** cake?"

**Verses**

Read out-loud liaising words in each line.

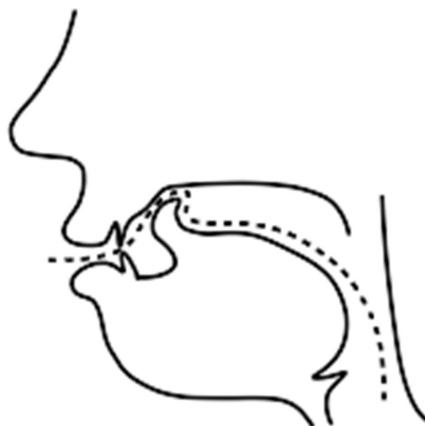


Henry Harvey heaved a huge and heavy hammer,
A huge and heavy hammer Henry Harvey heaved,
If Henry Harvey heaved a huge and heavy hammer,
Where's the huge and heavy hammer Henry Harvey heaved?

Lesson 41: The [r] sound as in “rat”

Speech organs position:

Tip of the tongue curling back in the roof of the mouth, just behind the alveolar ridge, and the breath literally squeezes past.



[r - r - r]

B93



Repeat once from left to right:

[ru: rəʊ rɔ:ra: reɪ ri:]

[pru: prəʊ prɔ: pra: preɪ pri:]

[spru: sprəʊ sprɔ: sprɑ: sprɛɪ spri:]

[gru: grəʊ grɔ: gra: greɪ gri:]

[bru: brəʊ brɔ: bra: breɪ bri:]

[fru: frəʊ frɔ: fra: frei fri:]

[θru: θrəʊ θrɔ: θra: θrei θri:]

B94



Words

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

r

rang, rest, road, rock, rascal, rescue

pr

proof, proud, press, prank, pressure

spr

spread, sprawl, sprain, spring, sprout

cr

crime, crawl, cruise, cry, crept, cross

gr

grand, grain, grass, gravy, grows

br

bring, brave, break, brute, browse

fr

fry, frame, fright, frank, frost, freeze

thr

thrift, threat, throb, through, thrill

rr

borrow, sorrow, carry, worry, carriage

B95



Sentences

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. Riding around the narrow race-track, Robert ran over a horrid brown rat.
2. Round and round the rugged rock, the ragged rascal ran.
3. In spring, Rome is really very pretty.
4. Rose Rochester's role embraces preparation of the profiles for regional sales reps.
5. I prefer prawns on rye bread to greasy pork with gravy and rice.

B96



Tongue-twister

Read out-loud liaising words in each line.

Robert Rowley rolled a round roll round,
A round roll Robert Rowley rolled round;
Where rolled the round roll

Robert Rowley rolled round?

Lesson 42: Affricates unvoiced [tʃ] as in “church”, voiced [dʒ] as in “gin”

Affricates are simply double consonants and they consist of one plosive consonant followed by one fricative consonant. They both have to match, they are either both unvoiced or both voiced.

Speech organs position:

[tʃ], as in “church”: plosive [t] as in “time”, made at exactly the same time as fricative consonant [ʃ] as in “shall”. They have the position of both. Add sound and you get [d] allied with [ʒ] and you end up with the voiced [dʒ].

B97



Words: the [tʃ] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [tʃ] sound

ch, tch, t before u

Highlighted bold letters pronounced as [tʃ]

church, chap, which, orchard, achieve

catch, butcher, clutched, matched, watch

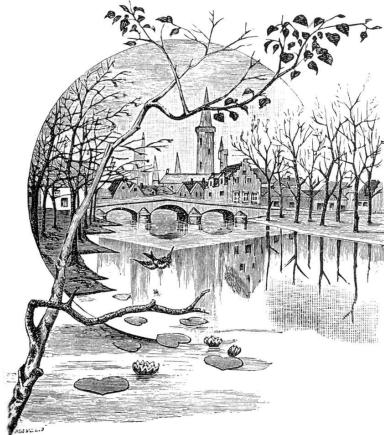
literature, posture, moisturise, architecture

B98



Sentences: the unvoiced [tʃ] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.



1. The old **church** in **Chelsea** represents the architecture of the eighteenth century.
2. The lecture in **Chinese** literature was quite an adventure for the lecturer.
3. For lunch, I had some nachos with blue **cheese** followed by **Chinese** jasmine tea.
4. We cheerfully **chose** matching chairs to go with our charming furniture.
5. They **chased** and **searched** for **Charlie** but they couldn't **catch him**.
6. If I **catch** her, I will **pinch** her and **scratch** her!

B99



Tongue-twister: the unvoiced [tʃ] sound

Read out-loud liaising words in each line.

How much wood would a wood**chuck** **chuck**
If a wood**chuck** could **chuck** wood?

B100



Words: the [dʒ] sound

Read out-loud. Look at the mouth diagram to help you position your lips, tongue and jaw for the target sound.

Spelling variations for the [dʒ] sound

j, g

Highlighted bold letters pronounced as [dʒ]

job, adjoin, joke, John, June, juvenile, rejection
gem, luggage, badger, ledger, George, courage

B101



Comparison: [tʃ] and [dʒ]

[tʃ] - [dʒ]

church - **Judge**

chap - **Japan**

cheap - gyp

chin - gin

chunk - junk

choose - juice

batch - baggage

adventure - average

B102



Sentences: the voiced [dʒ] sound

Listen and repeat. Read each sentence aloud slowly at first, then as if you were telling it to someone in a natural way.

1. In June and July the weather is generally enjoyable in this region of **Georgia**.
2. John was **judging** his wife for rejections in his marriage and his boss for injustice in his **job**.
3. These gherkins with **ginger** and tomato **juice** from the jar are just great!
4. Even an average **judge** charges too much!
5. The marriage of **Gerald** and **Gina** was **judged** to be **joyful**.

B103



Verses: the voiced [dʒ] sound

Read out-loud liaising words in each line.



Yes, now I'm a **Judge**!
Though all my law be fudge,
Yet I'll never, never budge,
But I'll live and die a **Judge**!
And a good **Judge** too!

(W.S. Gilbert)

Part Two

Lesson 43: Contractions

In good fluent speech the particle “not”, verbs “to be” (“am, is, are”), “to have” (“has, had”), “will” and “would” are shortened. The shortened version of a word is called a contraction.

It's important to use contractions if you would like to sound fluent, natural and more like a native speaker of English.

Contractions are not usually used in written English except in dialogues and in informal writing.

C1



Contractions of modal verbs

Listen carefully and repeat the sentences, noting the pronunciation of the contracted verb “have”.

Full form - Contraction - Pronunciation

could have - could've - ['kudəv]

might have - might've - ['maɪtəv]

should have - should've - ['ʃʊdəv]

must have - must've - ['mʌstəv]

may have - may've - ['meɪəv]

Full form - Contraction

Could you have done it? - I could've done it if I knew how.

Might you have read it? - I might've read it if I was interested.

Have they arrived yet? - They should've done so by now.

Have you discussed it with any one? - I may've discussed it in the club.

C2



Contractions of the verb "has"

Listen carefully and repeat the sentences, noting the pronunciation of the contracted verb "has"

Full form "has" becomes a contraction, "s"

Full form "has" - Contraction "s"

He has moved away. - He's moved away in order to be close to his office.

She has always worked hard. - She's always worked hard to become successful.

It has been a difficult time. - It's been a difficult time but the future's looking bright.

He has been doing it. - He's been doing it for a long time.

C3



Contractions of the verb "had"

Listen carefully and repeat the sentences, noting the pronunciation of the contracted verb "had".

Full form "had" - Contraction "d"

I had always wanted it. - always wanted to become an accountant.

You had already told me. - You'd already told me that the meeting was next week.

She had promised to deliver the contract. - She'd promised to deliver the contract; but, as it happened, she didn't.

I had sent my tax return. - I'd sent my tax return before I checked all the figures.

C4



Verb "to be"

Full form - Contractions - Pronunciation

I am - I'm - [aɪm]

it is - it's - [ɪts]

what is - what's - [wɒts]

we are - we're - [wi:ə]

they are - they're - [ðeɪə]

C5



Full form, "I am", becomes a contraction, "I'm"

Listen carefully and repeat the sentences, noting the pronunciation of the contracted verb.

1. I'm done here; I'm finally leaving.

2. I'm sorry I'm such a mess.

3. I'm feeling very uncomfortable about it.
4. I'm on the horns of a dilemma.

Full form of the verb “is” becomes a contraction, “s”

1. What's wrong with you?
2. For what it's worth, I am very sorry.
3. That's the least of our worries.
4. It's possible she may've misunderstood us.

Full form of the verb “are” becomes a “contraction, “re” [ə]

1. They're going away.
2. You're right about it.
3. We're about to leave.



Contractions of the verb “will” becomes a contraction “ll”

Listen carefully and repeat the sentences, noting the pronunciation of the contracted verb.

1. You'll need to find a better way to deal with your boss.
2. I'll sum it up for you.
3. I'll keep my mouth shut, not that it'll keep me from losing my job.
4. You'll never guess what's just happened.

C7



The verb “would” becomes a contraction “d”

Listen carefully and repeat the sentences, noting the pronunciation of the contracted verb.

1. I'd like to weigh in here.
2. We'd like to end this meeting now.
3. If you'd excuse me, I'd rather not discuss it.
4. I'd like to point out that I'm running late.

C8



Contraction of negative verbs

Listen carefully and repeat the sentences, noting the pronunciation of the contracted verb.

Written form - Contractions - Pronunciation

do not - don't - [dəʊnt]

does not - doesn't - [dʌznt]

is not - isn't - [iznt]

would not - wouldn't - [wudnt]

can not - can't - [kə:nt]

must not - mustn't - [mʌsnt]

will not - won't - [wəʊnt]

1. Please, don't take it the wrong way!

2. You **don't** give your secretary enough credit.
3. It **doesn't** work that way.
4. It **doesn't** matter anymore.

Lesson 44: Silent letters

In English, not all letters are pronounced; read out loud to the following exercises, noting silent letters.

C9



Words for silent “t”

Listen and repeat, noting that highlighted “t” is not pronounced.

whistle, wrestle, castle, thistle, often, soften, mortgage, gourmet, buffet, rapport

C10



Words for silent “h”

Listen and repeat, noting that highlighted “h” is not pronounced.

overwhelm, vehemently, whimsical, hour, exhibition, honourable, heir, honesty, vehicle, white, what

C11



Words for silent “w”

Listen and repeat, noting that highlighted “t” is not pronounced.

whom, answer, swordfish, wholesale, whose

C12



Words for silent “l”

Listen and repeat, noting that highlighted “l” is not pronounced.

calm, salmon, psalm, talk, half, could, should, would, walk, chalk, stalk, catwalk

C13



Words for silent “p” and “b”

Listen and repeat, noting that highlighted “p” and “b” are not pronounced.

p - psychology, receipt, **psalm**, pseudo-science, **psychotic**

b - bomb, **tomb**, thumb, dumb, doubt, doubtful, debt, doubtless



Words for silent “o, i, a, e”

Listen and repeat, noting that highlighted vowels are not pronounced.

o - Catholic, chocolate

i - business, family

a - extraordinary, technically

e - average, every, evening, preference, temperature, interesting, several, effectively

Lesson 45: Word endings

C14



Voiced and unvoiced endings for plurals and third person singular [s] and [x]

Rule: If the sound before the ending is unvoiced, then the ending will be unvoiced too. If the sound before the ending is voiced, then the ending will be voiced.

Plurals

[s]-[z]

rocks -rags

ranks-rings

cats-dogs

pets-pebbles

tapes-tables

Third person singular

[s]-[z]

works- warms

brakes- brings

sinks- sings

walks- worries

takes- tags

C15



/ɪz/ endings

Rule: An extra syllable is formed by the short vowel /ɪ/ (as in /pit/) in plurals and words in the third person singular ending in “es”. The result is that the “es” is pronounced as a voiced /ɪz/.

Listen and repeat the following words, noting the /ɪz/ ending:

Plurals

graces

kisses

losses

pieces

paces

Third person singular

reduces

accesses

loses

passes

pleases

C16



Words for voiced ending /d/

“ed” at the end of a word can be pronounced as /t/ or /d/, depending on the sound preceding.

Rule: If the sound preceding the “ed” is any voiced sound, with the exception of /d/, the “ed” is pronounced /d/ (voiced).

Listen and repeat the following words, noting the voiced /d/ ending:

lived**d**, happened**d**, remembered**d**, pulled**d**, tried**d**, seemed**d**, handled**d**, hailed**d**,
remained **d**, served**d**

C17


Words for unvoiced ending /t/

Rule: If the sound preceding the “ed” is any unvoiced sound, with the exception of /t/, the “ed” is pronounced /t/ (unvoiced).

Listen and repeat the following words, noting the unvoiced /t/ ending:

helped**d**, talked**d**, liked**d**, asked**d**, watched**d**, stopped**d**, walked**d**, passed**d**, wished**d**, finished**d**

C18
 **Words for voiced ending /ɪd/**

Rule: If the “ed” is preceded by /t/ or /d/, an extra syllable is formed by a short vowel /ɪ/ as in /pit/. The result is that the “ed” is pronounced as a voiced /ɪd/.

Listen and repeat the following words, noting the voiced /ɪd/ ending:

wanted, needed, included, created, added, waited, expected, reported,
started, noted

??

Lesson 46: Liaisons

The English tend to speak in phrases, rather than in separate words. They often link the words together. To sound fluent in English, liaise words that belong together in a phrase gliding from one word to another, almost pronouncing them as one word. Here are some basic rules to follow when liaising words together.

C19



Consonant elision

Rule: When a word finishes with the same consonant the next word starts with, we glide the two sounds into one with a slight pressure hold.

Listen and repeat the following word phrases, noting consonant elision.

not to mention, rock concert, feel lonely, good day, last time,
drink cocktail, don't tell, keep private, red door, get together

C20



Liaison of vowel to vowel

Rule: When a word ends with a vowel, and the following word starts with a vowel, we link them together and pronounce them as one word.

Listen and repeat, linking vowel to vowel:

show off, throw in, do it, may I, my uncle, lie in, key in, pay in pounds, a few hours, so amazing

C21



Liaisons – Compound nouns

Rule: Link words in compound nouns, pronounce them as one word, stressing the first word in each phrase.

Listen and repeat, liaise words in phrases:

passport control, bus driver, travel bag, taxi stand, business deal, alarm clock, train station, foreign office, ticket machine, cash point

Lesson 47: Intonation and Sentence Stress

C22



Sentence rhythm: general rules

1. Do not separate words in a sentence; they should glide from one word to another like in a song. Avoid speaking in separate words. Speak in phrases where an article and preposition are linked to the main word.
2. When practising sentences stress the words which carry the most important meaning.
3. Often words with long vowels are stressed and sound prominent.
4. Do not stress articles or prepositions; pronounce them with a schwa [ə].
5. Often, unstressed vowels are pronounced with a schwa [ə].

Intonation/inflexion is a gentle rise and fall of the voice within a sentence. Learners of English are advised to listen to native English speakers on audio books, CDs, at the movies, in the theatre etc., and try to copy not only the pronunciation, but also the tune of the voice, or intonation.

Sentence Stress

The sentence stress depends on the meaning the speaker wants to convey:

Linda walked to the theatre with Michael.

Linda **walked** to the theatre with Michael.

Linda walked to the **theatre** with Michael.

Linda walked to the theatre with **Michael**.

Stress Analysis

1. By putting a stress on “Linda”, we emphasise that it was Linda who walked to the theatre with Michael, and not somebody else.
2. By putting a stress on “walked” we emphasise that Linda walked to the theatre, and did not, for example, ride or cycle.
3. By putting a stress on “theatre”, we emphasise that Linda walked to the theatre, and not to the cinema or a concert.
4. By putting a stress on “Michael”, we emphasise that Linda walked to the theatre with Michael, and not with John or somebody else.

Lesson 48: Strong and weak forms of words

Certain words have two pronunciations. One we call the strong form, which is usually only used when the word is on its own or when it is stressed in a sentence. The other pronunciation, the weak form, is often used in a phrase or sentence if the word is unimportant and thrown away.

There is no consistent rule as to when you would use a strong or weak form. It depends on what message a speaker wishes to convey to his/her listener.

You will see from the sentences below, that we use the strong form when the word is important for the sense of the phrase. We use the weak form, on the other hand, when the word is unimportant and not stressed in a phrase.

C23



Sentences

Listen carefully and repeat the sentences, noting the pronunciation of the strong and weak forms of the word. Colloquial and idiomatic expressions are italic font. The weak form of the words is pronounced with the schwa, which is highlighted:

1. At the end **of** the day, Linda **was** right about that.
2. **To** tell the truth, I'm not very keen **to** meet him.
3. It's **as** true **as** I'm standing here **that** my ex-husband has a girlfriend who is three years younger **than** me.
4. It's the height **of** bad manners **to** interrupt when someone is speaking.

C24



Comparisons

Listen carefully and repeat the sentences, noting the pronunciation of the strong and weak forms of the word:

Stressed position/strong form, pronounced with a full vowel unstressed position/weak form, pronounced with the schwa[ə], which is highlighted:

I said I want eggs and bacon!

I'll have fish **and** chips.

What are you driving **at**?

I'm not driving **at** anything.

As you already know...

It's **as** simple **as** that.

Did you really think **that**?

Yes, I thought **that** it was alright.

What is he thinking **of**?

He is not thinking **of** anything.

Where has she come **from**?

She comes **from** London.

I would... but I can't.

We can **but** hope.

What are you doing that for?

It's **for** you.

Have you seen her

I saw **her** just now.

Is that **you**?

Who do **you** think you are?

Where are you going **to**?

I'm going **to** work.

Is it us or **them**?

We could always ask **them**.



Passage

Listen carefully, repeating one section at a time, noting how many times we use the weak form of the word. Read the whole passage without referring to the audio, again, always working towards fluid, connected speech. The weak form of the words is pronounced with the schwa, which is highlighted:

"Good morning, ladies **and** gentlemen,

I've lots **of** exciting things **to** tell you about our new product. Because it's so new it'll **have to** be referred **to as** "Product X". Can you hear me **at** the back? I can't speak too loudly in case there're industrial spies about. I would love **to**

have brought a sample **of** our new secret product **to** show you but I couldn't because the inventor wouldn't release it, **as** it's very secret. So you'll have **to** take my word **for** it.

I'll try **and** describe it **to** you. It's quite simply the most dramatic **and** innovative invention since the electric kettle.

I hope I don't give too much away if I **was** to say I'm not sure how we could've managed if it hadn't been invented.

Many **of** you will **have** seen similar products on the market. That's not **to** say they aren't quite good **but** I can state, without fear **of** contradiction, that "Product X" is streets ahead **of** our competitors.

Because **of** the superior quality of "Product X" we shall **have to** launch **a** highly sophisticated advertising campaign. **For a** start, we shall probably need **a** celebrity, possibly someone from "Big Brother", **to** front **a** TV commercial. I **can** tell you no expense is going **to** be spared in the world-wide exploitation **of** our product; and, ladies **and** gentlemen, when we've achieved total market domination, you'll be able **to** stand tall **and** say with pride, I **was** there when "Product X" **was** launched!"

??

Lesson 49: Natural flow of speech

In natural speech, it's important not to emphasize or stress too many words in a phrase or sentence. As a general rule, we tend to pick out the words which convey the meaning, and lean on them, giving them a little more vocal energy. The rest of the words, we "throw away", an expression used by actors. This often means neutralising vowels, increasing the pace and diminishing the volume.

Task: Read the following sentences and dialogues out loud several times, giving the highlighted important words a little extra length and vocal power. Always make sure the "throw-away" words flow smoothly towards the stressed words. Stressed words are underlined.

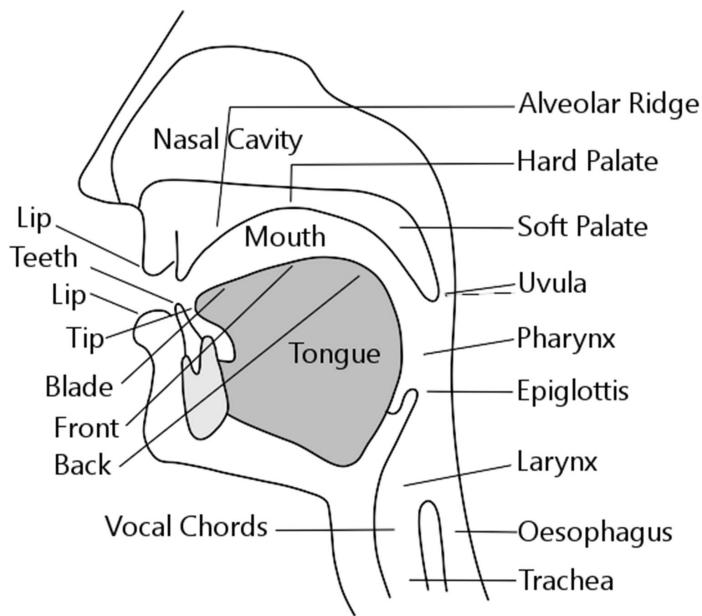
C24



Sentences

1. You know because I've already told you that I didn't want to go.
2. The cat who was called "Ginger" was the terror of the neighbourhood.
3. If it hadn't been for the rain, the wedding would've been perfect.
4. From my point of view, the whole affair should've been better managed.
5. The sport was at its height, the sliding was at its quickest, the laughter was at its loudest, when a sharp smart crack was heard. (Pickwick Papers by Charles Dickens).

The Speech Organs



Tips and shortcuts to get rid of your accent fast!

1. Avoid speaking in your native language. Speaking in your native language will prevent you from memorising the correct placement of the speech organs and developing the speech organ muscles for the American sounds.
2. Avoid speaking too fast, pronounce every syllable. Many people are not able to make clear sounds when speaking rapidly and these lead to indistinct speech.
3. Read small sections from newspapers, magazines or books **out loud**. Audio books are fantastic to listen to and to imitate the correct pronunciation.
4. Do regular weekly recording exercises:
 - Record yourself reading,
 - Listen to your tape,
 - Make a note of sounds where you made a mistake in pronunciation,
 - Practice the sounds where you made a mistake with this book.
5. Learn poems and read them expressively; modulate your voice.
6. Join public speaking clubs such as Toastmasters, literature societies, and book clubs where you can speak out loud in public. See www.toastmasters.org for information.

Difficulties in pronunciation for speakers of world languages

Existence of an accent can be explained by the fact that some English sounds do not exist in your native language, and your speech organs are not trained for them. Therefore these sounds may represent a particular difficulty in pronunciation. In the following chapters, we list speakers of world languages and their particular difficulties. We recommend that you start with the sounds that are the most difficult first.

Arabic

Key countries where it is spoken:

Algeria, Egypt, Iraq, Jordan, Saudi Arabia, Syria, Tunisia.

Sounds and corresponding app lessons:

[r] as in "river", lesson 41

[l] as in "light", lesson 34

[tʃ] as in "church", lesson 42

[ɔ] as in "fort", lesson 5

[ʒ] as in "third", lesson 7

[ə] as in "the", lesson 6

Recommendations:

Avoid vibrating your tongue for [r] as in "river". Curl your tongue and keep it still to avoid aspirated, thrilled [r]

Ease on consonants, lean on long vowels and diphthongs.

Asian

Key countries where it is spoken:

Indonesia, Malaysia, Thailand, Vietnam

Sounds and corresponding app lessons:

[əʊ] as in "boat", lesson 19

[ɔ] as in "fort", lesson 5

[ɜ] as in "third", lesson 7

[æ] as in "mad", lesson 18

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[ʃ] as in "shall", lesson 39

[ʒ] as in "measure", lesson 39

[ə] as in "the", lesson 8

[r] as in "river", lesson 41

[w] as in "was", lesson 26

[f] as in "fish", lesson 35

[aɪ] as in "pie", lesson 23

Recommendations:

Don't drop final consonants in consonants clusters, [r] in stretch, say: s-t-r-ech.

Be careful not to pronounce [f] as in "father" as [p] as in "pet".

Chinese

Key countries where it is spoken:

China, Taiwan, Malaysia, Singapore

Sounds and corresponding app lessons:

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[r] as in "river", lesson 41

[aʊ] as in "how", lesson 24

- [t] as in "two", lesson 28
- [d] as in "do", lesson 28
- [l] as in "light", lesson 34
- [n] as in "no", lesson 32
- [v] as in "very", lesson 35
- [eɪ] as in "pay", lesson 20

Recommendations:

Articulation exercises, particularly fricative consonants; give enough time to every syllable; connect sounds together

Do not separate words into syllables.

Pronounce final [t], [d], [l], [n], [v].

Don't confuse [n] as in "nun" with [l] "luck", or [r] as in "rat" with [l] as in "luck".

Work on [nd] consonant cluster.

Croatian

Key countries where it is spoken:

Balkan countries

Sounds and corresponding app lessons:

- [θ] as in "think", lesson 36
- [ð] as in "that", lesson 37
- [r] as in "river", lesson 41
- [w] as in "was", lesson 26
- [æ] as in "mad", lesson 18
- [l] as in "light", lesson 34
- [e] as in "pet", lesson 13

Recommendations:

Avoid de-voicing final voiced consonants.

Work on voiced consonants.

Czech and Slovak

Key countries where it is spoken:

Czech Republic, Slovakia

Sounds and corresponding app lessons:

[w] as in "was", lesson 26

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[r] as in "river", lesson 41

[æ] as in "mad", lesson 18

[ɪ] as in "pit", lesson 10

Recommendations:

Do not lengthen vowels in second unstressed syllables. Avoid using [a] as in "balm" for [æ] as in "cat".

Work on the comparison [i-i], lesson 11.

Work on [kw] combination.

Farsi

Key countries where it is spoken:

Iran, Afghanistan, Pakistan

Sounds and corresponding app lessons:

[w] as in "was", lesson 6

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

- [r] as in "river", lesson 41
- [æ] as in "mad", lesson 18
- [v] as in "very", lesson 35
- [l] as in "light", lesson 34
- [u] as in "book", lesson 15

Recommendations:

Avoid adding [e] before [s].

Avoid vibrating your tongue for [r], as in "rat". Curl your tongue and keep it still to avoid aspirated, thrilled [r].

Ease on consonants, lean on long vowels and diphthongs.

Work on comparisons [i:-ɪ], lesson 11, and [ʊ-ʊ], lesson 17.

French

Key countries where it is spoken:

France, Canada, Caribbean

Sounds and corresponding app lessons:

- [w] as in "was", lesson 26
- [θ] as in "think", lesson 36
- [ð] as in "that", lesson 37
- [r] as in "river", lesson 41
- [æ] as in "mad", lesson 18
- [i] as in "pit", lesson 10
- [j] as in "yes", lesson 25
- [h] as in "hat", lesson 40
- [ŋ] as in "sing", lesson 33
- [l] as in "light", lesson 34

Recommendations:

Avoid nasalisation of vowels when followed by [n] or [ŋ].

Anglicise words of French origin.

Work on comparisons [i-i], lesson 11, and [ʊ-u], lesson 17.

Take time to pronounce both parts of diphthongs, lesson 19-24.

German

Key countries where it is spoken:

Austria, Germany, Switzerland

Sounds and corresponding app lessons:

[w] as in "was", lesson 26

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[r] as in "river", lesson 41

[æ] as in "mad", lesson 18

[ou] as in "boat", lesson 19

[l] as in "light", lesson 34

Recommendations:

Be careful with voiced vs. unvoiced consonants.

Work on comparisons [i-i], lesson 11, and [ʊ-u:], lesson 17.

Work on voiced consonants.

Greek

Key countries where it is spoken:

Greece

Sounds and corresponding app lessons:

[dʒ] as in "judge", lesson 42

[tʃ] as in "church", lesson 42

- [ʌ] as in "hut", lesson 12
- [ə] as in "the", lesson 8
- [æ] as in "mad", lesson 18

Recommendations:

Slow down and think of the quality of your long vowels and diphthongs.
Avoid vibrating your tongue for [r] as in "rat". Curl your tongue and keep it still
to avoid aspirated, thrilled [r].

Hungarian

Key countries where it is spoken:

Hungary

Sounds and corresponding app lessons:

- [w] as in "was", lesson 26
- [θ] as in "think", lesson 36
- [ð] as in "that", lesson 37
- [r] as in "river", lesson 41
- [æ] as in "mad", lesson 18
- [o] as in "boat", lesson 19
- [eɪ] as in "pay", lesson 20
- [ʒ] as in "third", lesson 7

Recommendations:

Slow down and lean on long vowels and diphthongs.
Work on comparison [i:-ɪ], lesson 11.

Hindu

Key countries where it is spoken:

India

Sounds and corresponding app lessons:

[w] as in "was", lesson 26

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[r] as in "river", lesson 41

[v] as in "very", lesson 35

[eɪ] as in "pay", lesson 20

Recommendations:

Slow down and lean on long vowels and diphthongs.

Avoid pronouncing [θ] as in "think" as [t] as in "tank", and [ð] as in "that" as [d] as in "dad".

Italian

Key countries where it is spoken:

Italy

Sounds and corresponding app lessons:

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[r] as in "river", lesson 41

[t] as in "two", lesson 28

[d] as in "do", lesson 28

[ʌ] as in "hut", lesson 12

[ə] as in "the", lesson 8

Recommendations:

In Italian every word finishes with the vowel sound, Italians tend to emphasize word endings. Avoid adding [ə] at the end of the word and just link words together.

Avoid pronouncing [s] as [z] in words like "snow" when [s] is followed by a voiced consonant.

Japanese

Key countries where it is spoken:

Japan

Sounds and corresponding app lessons:

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[r] as in "river", lesson 41

[t] as in "two", lesson 28

[d] as in "do", lesson 28

[ʌ] as in "hut", lesson 12

[ə] as in "the", lesson 8

[ɪ] as in "light", lesson 34

[ɜ] as in "measure", lesson 39

[o] as in "boat", lesson 19

[ɔ] as in "third", lesson 7

[s] as in "sip", lesson 38

[z] as in "zoo", lesson 38

[dʒ] as in "judge", lesson 42

Recommendations:

Give enough time for each syllable.

Be careful with [ɪ] as in "London" and [r] as in "rat" sounds.

Mongolian

Key countries where it is spoken:

Mongolia

Sounds and corresponding app lessons:

[j] as in "yes", lesson 25

[l] as in "light", lesson 34

[ʒ] as in "measure", lesson 39

[dʒ] as in "judge", lesson 42

Recommendations:

Slow down and lean on long vowels and diphthongs.

Nigerian

Key countries where it is spoken:

Nigeria

Sounds and corresponding app lessons:

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[r] as in "river", lesson 41

[ʌ] as in "hut", lesson 12

[ə] as in "the", lesson 8

[o] as in "boat", lesson 19

[ɜ] as in "third", lesson 7

[ɔ] as in "fort", lesson 4

[v] as in "very", lesson 35

[æ] as in "mad", lesson 18

Recommendations:

Avoid nasalization of vowels before final [n] and [m].

Avoid pronouncing [ə] as in "the" as [a] as in "pasta.

Work on comparison [i:-ɪ], lesson 11.

Norwegian**Key countries where it is spoken:**

Norway

Sounds and corresponding app lessons:

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[dʒ] as in "judge", lesson 42

Recommendations:

Work on voiced consonants.

Work on comparison [i:-ɪ], lesson 11.

Stress both parts of diphthongs evenly.

Work on [kw] combination.

Polish**Key countries where it is spoken:**

Poland

Sounds and corresponding app lessons:

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[r] as in "river", lesson 41

[l] as in "light", lesson 34

[w] as in "was", lesson 34

Recommendations:

Slow down and lean on long vowels and diphthongs.

Avoid nasalisation of vowels.

Portuguese

Key countries where it is spoken:

Portugal, Brazil

Sounds and corresponding app lessons:

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[r] as in "river", lesson 41

[ʌ] as in "hut", lesson 12

[ə] as in "the", lesson 8

[l] as in "light", lesson 34

[s] as in "sip", lesson 38

[z] as in "zoo", lesson 38

[ʊ] as in "book", lesson 15

Recommendations:

Pronounce [l] at the end of the word.

Be careful about [s] as in "socks" and [ʃ] as in "shock".

Avoid pronouncing [s] as [z] in words like "snow" when [s] is followed by a voiced consonant.

Russian

Key countries where it is spoken:

Russia, CIS countries

Sounds and corresponding app lessons:

[w] as in "was", lesson 26

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[r] as in "river", lesson 41

[æ] as in "mad", lesson 18

[i] as in "pit", lesson 10

[ŋ] as in "sing", lesson 33

[l] as in "light", lesson 34

[ʃ] as in "shall", lesson 39

[t] as in "two", lesson 28

[d] as in "do", lesson 28

[ou] as in "boat", lesson 19

[ɜr] as in "third", lesson 7

[ʊ] as in "book", lesson 15

[æ] as in "mad", lesson 18

[e] as in "pet", lesson 13

[ʌ] as in "hut", lesson 12

[ə] as in "the", lesson 8

Recommendations:

Avoid shortening long vowels, diphthongs.

Avoid over-pronouncing consonants.

Learn to keep the tip of the tongue on the alveolar ridge for [t, d, l, n] sounds, don't touch the teeth.

Work on voiced consonant.

Work on comparisons [i-ɪ], lesson 11, and [ʊ-ʊ], lesson 17

Serbian

Key countries where it is spoken:

Balkan countries

Sounds and corresponding app lessons:

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[r] as in "river", lesson 41

[w] as in "was", lesson 26

[æ] as in "mad", lesson 18

[l] as in "light", lesson 34

[e] as in "pet", lesson 13

Recommendations:

Avoid de-voicing final voiced consonants.

Work on voiced consonants.

South Asian Languages**Key countries where it is spoken:**

India, Pakistan, Bangladesh, Nepal

Sounds and corresponding app lessons:

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

[r] as in "river", lesson 41

[w] as in "was", lesson 26

[æ] as in "mad", lesson 18

[e] as in "pet", lesson 13

[o] as in "boat", lesson 19

Recommendations:

Need to weaken the [r] sound.

Slow down and lean on long vowels and diphthongs.

Swahili

Key countries where it is spoken:

Tanzania, Kenya, Uganda, Zaire

Sounds and corresponding app lessons:

Vowels, lesson 1-15

[θ] as in "think", lesson 36

[ð] as in "that", lesson 37

Recommendations:

Slow down and lean on long vowels and diphthongs.

Avoid shortening long vowels, diphthongs.

Spanish

Key countries where it is spoken:

Spain, Latin America

Sounds and corresponding app lessons:

[r] as in "river", lesson 41

[v] as in "very", lesson 35

[r] as in "river", lesson 41

[æ] as in "mad", lesson 18

[dʒ] as in "judge", lesson 42

[j] as in "yes", lesson 25

[h] as in "hat", lesson 40

[s] as in "sip", lesson 38

- [z] as in "zoo", lesson 38
- [w] as in "was", lesson 26
- [b] as in "but", lesson 27
- [ʌ] as in "hut", lesson 12
- [ə] as in "the", lesson 8

Recommendations:

Be sure to give full value to endings of words, and pronounce final consonants.
Do not confuse [v] as in "victory" and [b] as in "bin", [j] as in "yes" and [dʒ] as in "George", [ʃ] "shock" and [tʃ] as in "chicken". Avoid pronouncing /s/ as /z/ in words like "snow" when [s] is followed by a voiced consonant.
Work on voiced consonants, lesson.

Swedish

Key countries where it is spoken:

Sweden

Sounds and corresponding app lessons:

- [ʌ] as in "hut", lesson 12
- [ə] as in "the", lesson 8
- [θ] as in "think", lesson 36
- [ð] as in "that", lesson 37
- [r] as in "river", lesson 41
- [w] as in "was", lesson 26
- [v] as in "very", lesson 35

Recommendations:

Work on voiced consonants.

Turkish

Key countries where it is spoken:

Turkey

Sounds and corresponding app lessons:

- [ʌ] as in "hut", lesson 12
- [ə] as in "the", lesson 8
- [θ] as in "think", lesson 36
- [ð] as in "that", lesson 37
- [r] as in "river", lesson 41
- [w] as in "was", lesson 26

Recommendations:

Avoid over-pronouncing consonants.

Avoid vibrating your tongue for [r] as in "rat". Curl your tongue and keep it still to avoid aspirated, thrilled [r]

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Glossary

General

Articulation – The exercising and thus strengthening of the speech organs to produce sharp, crisp consonants, leading to good clear diction.

Intonation – The rise and fall of the voice in speaking.

International Phonetic Alphabet – An alphabet of symbols re-presenting sounds.

Phonetics – The science concerned with the study of speech processes, including the production, reception and analysis of speech sounds.

Voice Modulation - Variation in the strength, tone or pitch of one's voice.

Sounds

Vowels – A vowel is a voiced sound which has a free passage of breath through the mouth and is shaped by different positions of the lips and tongue. There are twelve pure English vowels – five long and seven short.

Diphthongs – A diphthong is a voiced sound consisting of two vowel sounds glided together. There are eight diphthongs in English.

Triphthongs – A triphthong is a voiced sound consisting of three vowel sounds glided together. There are three triphthongs in English.

Semi-vowels – Speech organs start in the position of one vowel and immediately move to another vowel. e.g. [w], [j].

Consonants – A consonant is a sound formed by partially or completely stopping the breath stream anywhere between the larynx and the lips. There are several categories of consonants:

1. Plosives – The passage is completely blocked by speech organs, pressure is built up, and on sudden release an explosive sound or “plosion” is heard. e.g. [p]-[b], [t]-[d], [k]-[g].
2. Glottal Stop – A sound made when the vocal chords are closed tightly, not allowing air to flow through (like holding your breath or lifting something heavy).
3. Nasal – A sound formed by complete closure of the mouth, the soft palate being lowered, so that air is free to pass out through the nose. e.g. [m], [n], [ŋ].
4. Lateral - Air escapes round the sides of a blockage (tip of the tongue on the alveolar ridge). e.g. [l].
5. Fricatives - The air passage is narrowed so that the air in escaping produces audible friction or a kind of hissing sound. e.g. [f]-[v], [s]-[z], [h], [r], [θ] - [ð], [ʃ] - [ʒ].
6. Affricates – Have the first part Plosive followed immediately by the second part Fricative. e.g. [tʃ] - [dʒ].

Acknowledgements

Among the many people to whom we are grateful for help in the preparation of this book, we must single out Bud Smith and Brock Powell. We must say a special thank you to our chief editor Rebekkah Hilgraves for providing endless help and support throughout this project.

We also thank many foreign students from Colombia, Mexico, India, China, and Russia who helped during our marketing research in preparation of this book.

Cover design by Luka Stemberger

Diagrams design by Yury Kravchenko and Luka Stemberger

Illustrations from *Big Book of Old-Time Spot Illustrations*, edited by Hayward Cirker.

END OF BOOK